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ABSTRACT

Although hypnosis has not been extensively used in education, a review of past research reveals five areas which might benefit from hypnotherapy: (1) motivation, (2) study habits, (3) concentration, (4) remedial reading, and (5) test anxiety. A questionnaire focusing on these areas was developed to determine the attitude of professional personnel toward hypnotism as an educational aid. Analysis of 61 of 100 questionnaires, mailed to Philadelphia school personnel and other professionals, found most respondents had little contact with hypnosis. Hypnotists surveyed favored hypnosis in public schools but were concerned with ethical standards. The other four major groups (administrators, principals, psychologists, and teachers) were in favor of hypnosis used experimentally, but with many limitations and as a last resort. Legal implications were a primary concern for all. The certification standards for hypnotists should be state-regulated. Educators and parents should learn more about hypnosis and the Board of Education should explore the problems and benefits of hypnosis. (NRB)

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HYPNOSIS IN EDUCATIONAL PROGRAMS: ITS IMPLICATIONS AS AN EDUCATIONAL AID

by

Joseph .Knight

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Dr. Arnold Giusini

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Submitted in partial fulfillment of the
requirements for the degree of Doctor of Education
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ABSTRACT

The origin of hypnosis is not known, but for many years it was associated with magic and the supernatural. Modern hypnotism began at the turn of the century, but it was little used in therapy fields until World War II.

Hypnosis is a subjective experience and its exact nature has yet to be explained. Research has dispelled some of the popular notions about hypnosis. It is not a state of sleep, nor is the individual under the control of the hypnotist; the subject is able to reject suggestions which may be harmful to him. Hypnosis is considered to be an altered state of consciousness, characterized by an increased ability to produce desirable change in habit patterns, motivations, self-image and life style.

In the hands of a professional, hypnosis is said not to be harmful, nor does it produce any side effects. Various researchers have estimated that 70% of the adult population can be hypnotized. Children have a much higher degree of susceptibility with the peak of hypnotizability in the 9 to 12 year old group.

Hypnosis has been effectively used in the following areas:

1. Management and control of pain.
2. Anesthesia during surgery.
3. Behavioral problems.
4. Psychosomatic illness.
5. Obstetrics.

6. Dental hypnosis.
7. Weight control.
8. Smoking.

Although it is known that children respond best to hypnosis, its use in education has been limited. This has been attributed to a lack of knowledge and misconceptions about hypnosis generally.

The research in the area of hypnosis and education has not been extensive. However, it has been found to be useful in a variety of areas.

Investigators indicate satisfactory results when hypnosis was used in dealing with examination panic. Students who were counseled under hypnosis showed a greater improvement than those who received regular counseling. Youngsters who had difficulty in reading because of psychological problems, benefitted from hypnosis.

Although researchers did not view hypnosis as an "educational panacea," there was enough positive evidence to seriously consider its use as an educational aid.

Research Findings

In order to gauge the feasibility of the use of hypnosis in an educational setting, the questionnaire survey approach was utilized. Opinions were solicited from hypnotists, various educational personnel, and others involved in activities closely allied with education.

The hypnosis survey requested general information from the respondent. Five applications of hypnosis were presented which utilized hypnosis as an educational aid: motivation and interest; study skills and work habits; concentration and attention; remedial reading; and test anxiety.

The results of the questionnaire indicate that the educators in the survey have a very limited understanding of hypnosis and have acquired their knowledge informally. They view hypnosis as a technique of last resort. They are concerned with legal factors, financial support, parental acceptance and community understanding.

A very significant factor, which the research brings out is the lack of standards for certification of hypnotists. Although a number of professional organizations issue certificates of proficiency, the various states do not issue specific licenses to practice hypnosis.

Recommendations

1. Hypnosis should be tried on an experimental basis in the public schools. The experiment should be readily measurable and approved by community, teachers, parents, and administration.

2. The various states should be encouraged to pass legislation to license hypnotists and to curb the use of stage hypnosis.

3. Colleges should be encouraged to offer courses of hypnosis; educators should be provided with inservice training programs to clarify general misconceptions about hypnosis.

4. The Board of Education should incorporate legal safeguards into experimental programs dealing with hypnosis; the possibility of federal funding should be explored.

5. Parents and the community need to be better informed about the ethical uses of hypnosis; a parents' discussion group should be created with professional staffing; the public library should expand the collection of hypnosis texts and transfer the collection to the "education" area rather than the "occult" section.

CHAPTER I

INTRODUCTION

Man is constantly searching for new and better ways to attack old problems. This is especially true with respect to the field of education. Countless commissions have been established and untold numbers of conferences have been held for the purpose of resolving the most persistent problems in the field of education. The literature is replete with an overwhelming number of organizational and curriculum efforts that have been instituted to correct the problems which beset educators. Although one might conclude that the failures have outnumbered the successes, educators have continued to search for new ways to attack old problems.

In general the educator has focused his attention for the solutions to problems within his own field of endeavor. However, the urgency of today's problems reveals a growing need for the initiation of searches outside of the immediate area of education. One area which seems to have a potential for contributing to the problem of resolution in education is that of hypnosis. The field of hypnosis does not seem to be well understood by those who are not directly involved in its study. However, consideration of some of its applications in areas outside of education seems to justify a closer look to determine what hypnosis is and how it has been utilized to effect changes in humans.

Hypnosis can be defined as "an altered state of consciousness, characterized by an increased ability to produce desirable changes in habit patterns, motivations, self-image and life style." (Crasilneck and Hall, 1975, p. 1). In spite of its obvious value it was not until modern times that its respectability was recognized. Hypnotism gained formal acceptance in 1955 from the British Medical Association and in 1957 from the American Medical Association.

Over the past 15 years, hypnosis has become more and more widely used in such professional fields as surgery, dentistry, obstetrics, and psychotherapy. (Krippner, 1971). Although formal use of hypnosis in educational programs has been limited to some experimental activities in this country, the literature reports some active programs in other countries. (Ferguson, 1975, pp. 299-300). It is believed that a worth-while service will be performed if a study of the use of hypnosis is conductedand implications are drawn for the extension of its use in the field of education.

The relevance of this study is further supported by the fact that a bill to license individuals to practice hypnotism was recently submitted to the Commonwealth of Pennsylvania by the Hypnotist's Union. The purpose of the proposed law would be to "protect the public from unprofessional and unqualified persons from practicing hypnotism and to establish state standards."

Statement of the Problem

The intention of this study will be to investigate the uses of hypnosis in professional fields in order to determine what possible applications can be made in the field of education utilizing the technique of hypnosis. The investigator will attempt to become fully conversant with the subject of hypnosis. He will then focus on studies conducted by professionals of valid organizations. It is expected that the results of the findings will provide a basis for the development of recommendations concerning the application of hypnosis in the field of education. Strategies may be proposed for the amelioration of behavior problems, improvement of study habits and the reduction of academic deficits. Possible uses of hypnosis in counseling efforts will also be explored.

Purpose of the Study

This study will attempt to identify possible areas of application for the use of hypnosis in the field of education. It is believed that there have been successful uses made of hypnosis in the treatment of the human problems. It is hoped that the successes could be extended to the field of education. In order to investigate this concern fully, answers to the following questions will be sought:

1. What is the nature of hypnosis?
2. In what fields has hypnosis been used?
3. To what purpose has hypnosis been used?
4. What have been the outcomes of the uses of hypnosis?

5. What use has been made of hypnosis in education or related fields.

6. What have been the results of its use in education and/or related fields?

7. What additional uses might be made of hypnosis in education?

8. What professional reactions might there be to its use in education?

9. What are the legal implications of its use?

10. How might an experimental program utilizing hypnosis be initiated in the field of education?

11. Should consideration be given to establishing specialization in the use of hypnosis as a certification area?

After all pertinent information has been gathered, the questionnaire survey approach will be utilized. It is not the intention of this dissertation to write an experimentally designed program.

Assumptions

There are behavioral problems exhibited by students that have not been solved by educators through conventional means of attack.

There may be more efficient ways of learning which educators have not discovered.

School professional personnel will be willing to cooperate in an investigative endeavor not directly associated with their particular areas of expertise.

Delimitations

The study will focus on the use of hypnosis by persons officially recognized by valid professional organizations. The list of organizations are:

American Association of Professional Hypnologists
P.O. Box 1111
Williamsport, Pennsylvania 17701

American Board of Clinical Hypnosis
University of Kansas
Lawrence, Kansas 60045

American Board of Psychological Hypnosis
University of Chicago
Chicago, Illinois 60637

American Society of Clinical Hypnosis
800 Washington Avenue SE
Minneapolis, Minnesota 55414

American Hypnotists Association
1159 Green Street
San Francisco, California 94109

Association to Advance Ethical Hypnosis
60 Vose Avenue
South Orange, New Jersey 07079

Society for Clinical and Experimental Hypnosis
205 West End Avenue
New York, New York 10023

The Hypnotist's Union
642 Lawlor St.
Philadelphia, Pa. 19116

The literature search will be limited to reports of the use of hypnosis in the treatment of problems related to medical and dental procedures as well as personal and social adjustment.

Professional educators employed by the School District of Philadelphia, officials in the Pennsylvania Department of Education and other Philadelphia area professionals engaged in activities closely allied with education will be consulted during the conduct of this study.

Need and Significance

The Xerox Dissertation Service (3/20/76) found sixty-five references on hypnosis, but not in the particular area under consideration by this writer. Therefore, an investigation of the use of hypnosis in educational programs will add to our field of knowledge. As a possible result of this study, innovative educational approaches may be suggested.

School systems in this country face many serious problems. The area of greatest concern is reported to be juvenile delinquency. (U.S. Senate Sub-Committee Report on Juvenile Delinquency, May, 1971). Hearings in the United States Senate have revealed alarming information. School violence has cost taxpayers $600 million - more than the amount expended on textbooks annually. (Senate Committee Report). Each year approximately 70,000 teachers are physically assaulted in the public schools of our country. (Statement of Senator Birch Bayh, July, 1975 - Appendix A). Every school day at least three teachers will be assaulted in the school district of Philadelphia, according to Frank Sullivan, the President of the Philadelphia Federation of Teachers.

The federal government has recognized the enormity of the problem and recent legislation has provided for a comprehensive, coordinated approach to the problems of juvenile delinquency. Local initiative for innovative programs are encouraged. (Public Law 93-415, 1974). This author suggests that hypnotic techniques and methods may be helpful in the amelioration of some juvenile problems.

Millions of dollars are being spent yearly in development of new programs for the disadvantaged child, the emotionally disturbed student, and the pupil who is learning disabled. The possible application of hypnosis to these areas needs to be explored.

Procedures

The general procedure will attempt to integrate the fields of education and hypnosis in order to present techniques which provide better solutions to learning and behavior problems. The identification of the difficulties will be drawn from recent writings in the field of education.

The past history of hypnosis will be surveyed and the contributions of the pioneers will be reviewed. The traditional uses of hypnosis as well as the modern techniques which have developed in a variety of fields will be very carefully considered. The literature will be extensively analyzed in order to discover the possible applications of hypnosis to the solution of educational problems.

In order to gauge the feasibility of the possible extension of the use of hypnosis in an educational setting, the questionnaire survey approach will be utilized. Questionnaire items will solicit opinions from Philadelphia school system personnel and other professionals engaged in activities closely allied with education, and Pennsylvania State Department of Education officials.

Included in the general headings listed above will be a number of principals from both elementary and secondary schools; administrators and supervisors in curriculum and other areas. A selected group of teachers and counselors will also be polled.

Professionals involved in activities related to education will include psychologists, hypnotists and mental health providers. The Pennsylvania State Department of Education officials to be queried will include representatives from the Department of Education and the Council of Basic Education.

The responses to the questionnaire will be tabulated and analyzed. The findings will be studied in an effort to draw conclusions and to develop recommendations for further implementation and/or study.

Definitions

Autogenic training: Control of muscles by self-generating means. (Forerunner of bio-feedback).

Behaviorism: A psychological theory that emphasizes objective, publically observable events rather than private consciousness, such as the subject matter of scientific psychology.

Behavior modification: The systematic application of principles of reinforcement for the purpose of changing a persons behavior.

Behavior therapy: Unlearning of a bad emotional habit by subjecting the individual to a learning procedure that is postulated as causing the erroneous response.

Bio-feedback: Mind-machine communications technique. One reads his physiologic activity, such as temperature, heart rate, etc. and learns to use it to relax, etc. External signals may be arranged through electronic means to signal changes in physiological functions which the person may not be aware of.

Brain waves: Electrical activity of the brain, called Alpha, Beta, Delta and Theta.

Cognitively dissonant: Occurs when one element of cognition does not follow the other.

Disadvantaged child: A child who has an impoverished range of experience and whose physical needs are usually met at a mere subsistance level.

Dissociation: When the subject is aware of his environment but does not participate or care to participate.

Emotional disturbance: A deep rooted problem involving the control and expression of feelings.

Hypnoanalysis: The use of hypnosis in connection with other psychoanalytic techniques.

Hypnotherapy: The use of hypnosis as an aid or the primary means of treatment.

Hypnosis: An altered state of consciousness, usually induced through a structured interpersonal situation in which the therapist works with the subject's unconscious processes in an attempt to evoke a healthy psychological state and a decrease in symptoms.

Hypnotic trance: A sleep-like state with a markedly reduced sensitivity to stimuli, loss or lateration of knowledge of what is happening.

Hypnotist: The person (therapist) who induces hypnotism.

Juvenile delinquency: The anti-social acts of young persons who are under age as defined by law; behavior in violation of juvenile statutes and regular criminal legal code.

Learning disability: An educationally significant discrepancy between a child's apparent capacity for language and his actual level of language development.

Operant conditioning: Any behavior of an organism when adequately rewarded could be made to recur as often as obtaining the reward was possible. Whatever behavior was instrumental to receiving the reward was reinforced by that reward.

Post-hypnotic suggestion: Suggestions given to the subject while under hypnosis, to be executed after awakening.

Progressive relaxation: A method of muscular relaxation to reduce tension.

Sampling of behaviors: Observing and recording a child's behaviors over a period of time and under various conditions.

Self-hypnosis: Ability to hypnotize yourself (auto-hypnosis).

Test anxiety: Fear of taking examinations; unpleasant emotional reaction elicited by anticipation of a test situation; may have an effect on the test performance of the student.

CHAPTER II

REVIEW OF RELATED LITERATURE

The phenomenon known as "hypnosis" has existed since ancient times but the scientific interest in the use of hypnosis has only recent origins. The literature on hypnosis reveals a growing acceptance of the technique among professional and lay individuals.

A perusal of the literature indicates that the uses of hypnosis are varied but they share common characteristics and they can be sub-divided into meaningful areas. For the review of the literature, the following headings will be considered:

1. Early History of Hypnosis
2. Definitions and Nature of Hypnosis
3. The Use of Hypnosis in Noneducational Fields
4. The Use of Hypnosis in Educational and Educationally Related Fields
5. Professional Training and Certification of Hypnotists.

Early History of Hypnosis

Hypnosis derives its name from the Grecian God of Sleep, Hypnos. The procedure has been called animal magnetism, Mesmerism, psychological lobotomy, hypno-anesthesia, medical relaxation, suggestive relaxation, psycho-prophylactic relaxation, and the like. Some recent techniques, such as bio-feedback, Silva mind control, and transcendental meditation (TM), employ some of the methods and techniques of hypnosis. Basically, they are all altered states of consciousness and they can be produced in various ways. (Ferguson, 1975, pp. 49-112).

The origin of hypnosis is not known. Gordon (1968, pp. 58-59) states that:

> Egyptian doctors wrote about it. Abbysinian fakirs made slaves with it, and Chinese magicians in the West Borneo cured with it. Many religious sects have used hypnosis. The Montainists, a Christian sect, that lived two hundred years after Christ used a form of hypnosis. During prayer they held their forefinger to the nose and, after a period of time, a hypnotic trance occurred. The Hesychasts, a sect of the Greek Orthodox Church, hypnotized themselves by gazing at the umbilicus.

During the Middle Ages, hypnotism took refuge under the cloak of "black magic," and it was considered to be evil--the hypnotist was thought to be doing the work of the devil. (Gordon, p. 59).

The association of hypnotism with magic and the supernatural has been a barrier to gaining wider acceptance among the population at large and the professional community.

The modern period of hypnotism began with the work of Franz Anton Mesmer (1734-1815). Mesmer's doctoral dissertation was on the "influence of the planets on man in illness and health." Mesmer was the originator of the "animal magnetism" theory. He viewed people as surrounded by an invisible magnetic field which had patterns of energy running through it. Mesmer believed that his techniques could "equalize" the supposed energy and, as a result, cure various conditions. The practice of animal magnetism became known as

Mesmerism. Briefly, Mesmer reasoned that the "magnetic fluid" could be transmitted to inanimate objects or even to certain trees, from which the patients could draw the "magnetism." He often used a metal wand to "equalize" the supposed energy. (Crasilneck and Hall, 1975, p. 6).

It is interesting to note that the so-called scientific explanations of more than two hundred years ago still survive in the form of remnants or even of actual beliefs. Astrology, which played so important a role in the history of Mesmerism, is still present. Newspapers today still publish columns with horoscopes and astrological advice. During World War II, world leaders made use of astrology.

Dr. Mesmer was reported to have made many spectacular cures with his hypnosis, including a case of apparent hysterical blindness. (Crasilneck and Hall). Later, his animal magnetism fell into disfavor with the French government and, in 1784, Mesmer left Paris and went into retirement. In the years following Mesmer's demise, animal magnetism was exploited by showmen at traveling fairs and by various followers throughout the world.

Anton Mesmer's method was successful, not because of the "animal magnetism" but because he utilized the powerful force of suggestion, which is the basis of hypnosis.

James Braid (1795-1860), an English physician, coined the word "hypnosis" from the Grecian God of Sleep, Hypnos. He used the phenomenon of hypnosis in surgery and for the production of various other hypnotic techniques with which we are familiar. Braid did not view animal magnetism as the responsible force of hypnotism. He rejected the magnetic theory and instead, emphasized suggestion. (Hartland, 1966, p. 7).

Wolberg (1948, Chapter I) wrote about other early hypnotists. James Esdaile, in India, was reported to have performed 75 operations under hypnosis (1809-1859). In 1882, a Society for Psychical Research was founded to investigate the therapeutic uses of hypnotism. The British Medical Association, in 1891, also appointed a committee to investigate the therapeutic value of hypnotism. As Wolberg states: "The published report contains the opinion that, 'as a therapeutic agent hypnotism is frequently effective in relieving pain, procuring sleep and alleviating many functional ailments.'"

Ambroise-Auguste Liebeault (1823-1904) has been considered the real father of modern hypnotism. He experimented with the therapeutic value of hypnosis on a large scale. Many thousands of patients were treated by him suffering from a great assortment of physical symptoms. He saw hypnosis as influencing favorably, not only functional, but also organic, diseases. (Wolberg, p. 5).

Sigmund Freud was very much interested in hypnosis but, after he invented the system of psychoanalysis, he rejected hypnosis as being inferior to his own method. Crasilneck (p. 8) has indicated that Freud's rejection of hypnosis had a profoundly negative effect on the development of the field.

Contemporary hypnotism was little used until World War II. Since that time, the field of hypnosis has grown greatly. The Society for Clinical and Experimental Hypnosis was founded in 1949, and was followed by the American Society of Clinical Hypnosis (1957). The British Medical Association recognized hypnosis as a "legitimate treatment method in both medicine and dentistry" in 1955. A similar policy statement was issued by the American Medical Association (1958). In 1969, the American Psychological Association created a section for those psychologists concerned primarily with hypnosis. As Crasilneck and Hall (1975, p. 11) sum it up: "Hypnosis is no longer regarded as a last resort treatment and its use is expanding into non-medical areas."

Nature of Hypnosis

Keep your eyes on the light and listen carefully to what I say. If you cooperate and try hard, you can easily learn to fall into a deep hypnotic sleep. Now relax and make yourself entirely comfortable. Relax every muscle in your body. Let yourself be limp. You are completely relaxed. Tired and drowsy. Sleepy . . . Sleepy.

With this simplified induction procedure, hypnotists place subjects in an "hypnotic-trance state" considered to be uniquely different from waking or sleeping. As Barber (1970, p. 20) points out:

> People are said to be highly suggestible in the trance-like state, able to do things they could or would not do while awake. They are said to become insensitive to pain, to acquire superhuman strength and to have complete amnesia regarding the experience when they are returning to the normal state.

Children have been found to be more susceptible to hypnosis than adults, with the height of suggestibility between the ages of seven and fourteen. (Hilgard, 1968, p. 213). A recent study of 1232 subjects found the peak of hypnotizability to be in the nine to twelve year old level. (Morgan, 1973, pp. 78-85). Retarded individuals could be satisfactory subjects if their verbal abilities were on the kindergarten range or above. (Hilgard, p. 12).

The percentage of people who cannot be hypnotized is estimated by many authorities, (Hartland, 1966, Wolberg, 1948, and Hilgard, 1968), to be less than twenty percent of the population. However, no one can be dismissed as entirely unhypnotizable, since some subjects respond better to different hypnotists.

It is widely known that hypnosis is a subjective experience, however, its exact nature has never been explained. Many theories have attempted to classify it. One early authority (Bechterew, 1906, p. 23) saw hypnosis as: "a special modification of normal sleep which can be induced by physical, as well as psychical means." It has also been seen as an "experimental nervous condition" brought about by hysteria and a state dependent entirely upon suggestion with no relation to hysteria. (Bechterew, 1906). J.P. Das (1958, p. 112) viewed hypnotism as a condition-response mechanism. Theodore X. Barber, a leading authority on hypnosis has wondered if hypnosis exists at all. Writing in the Journal of the American Society of Psychosomatic Dentistry and Medicine (1958, pp. 81-95), he concludes that "Hypnosis is a descriptive abstraction referring to an interpersonal relationship which is characterized by a number of overlapping processes."

Barber (1958) conceptualizes the process as follows:

> The process of becoming concerned only with the words of the hypnotist specifically directs his attention; the process of becoming ready and willing, i.e., 'set', to carry out the instructions of the hypnotist, and the process of coming to believe that the hypnotist's words are true statements.

Barber concludes that:

> The psychology of hypnosis is therefore one aspect of 'belief' and 'perception.' The subject behaves in 'unusual' ways only when the interacting and overlapping processes between the subject and the hypnotist are effective in altering the subject's 'perceptions' and interpretations of himself and his surroundings.

Hypnosis has also been considered as a subconscious state; a state of disassociation; a trance, role-playing state (Barber, 1958, pp. 81-82), and on a continuum with other states of experience. (Crasilneck and Hall, p. 25).

Because of the many theories of hypnosis, no single explanation is possible at this time. However, it is now well documented that hypnosis is not sleep, nor is it a state of hysteria. (Gorton, 1949, pp. 319-327). Hypnosis is a useful tool and we must accept it on its face value. Perhaps the best practical definition was suggested by Crasilneck and Hall (p. 1):

> Hypnosis is an altered state of consciousness. It is characterized by an increased ability to produce desirable changes in habit patterns, motivations, self-image and life-style. Alterations may be produced in physiological functions, such as pain, that are usually inaccessible to psychological influences.

The Use of Hypnosis in Non-educational Fields

Strictly speaking, all fields utilizing hypnosis have some educational component. However, for the purposes of clarity, the non-educational fields will be listed as medicine, dentistry, and clinical psychology.

According to Crasilneck and Hall (pp. 1-4), the clinical use of hypnosis has changed from a topic that was sometimes met with incredulity or ridicule to a serious and valuable aspect of treatment in medicine, psychology, and dentistry.

The following is a brief review of the current uses of hypnosis in non-educational fields:

1. Hypnosis in the control of pain. Hypnosis has proven effective in this area. As early as 1932, it was demonstrated that hypnotized individuals manifested less reaction to painful stimuli than the non-hypnotized control group. (Estabrooks, 1959, p. 88; Crasilneck and Hall, p. 71). The elimination or reduction of headache pain is an excellent example of how hypnosis can be used in this area.

2. Hypnosis as a Method of Anesthesia. Hypnosis has been effective in selected areas or in combination with chemical agents; however, it is time-consuming and the level of anesthesia is not certain. (Hartland, 1966, pp. 276-278). At a 1973 panel on medical uses of hypnosis, as reported by Crasilneck and Hall (p. 87), the current thinking is that hypnosis is best combined with other anesthetic methods rather than used alone, except in special situations.

3. Hypnotism in the Treatment of Psychosomatic Illnesses. Although many illnesses are caused by organic factors, others seem to be almost entirely functional. According to Wolberg (1948, pp. 275-276), the most common psychosomatic ailments are: "gastrointestinal disorders, gastritis, constipation, cardiovascular disorders, hypertension, muscular and joint pains, enuresis, skin disorders and allergic conditions." He further states that: "Tension, anxiety and hostility may upset the entire parasympathetic and sympathetic nervous systems." The general effectiveness of hypnosis in these conditions has been well demonstrated. (Coulton and Hatch, 1966, pp. 54-66; Symposium, The Group for Advancement of Psychiatry, 1962, pp. 653-670).

It has been clearly demonstrated that emotions can increase the heart rate and blood pressure. Under hypnosis, the emotional level can be altered, and beneficial results to the cardiovascular system can follow. Hypertension, the medical term for high blood pressure, and vascular headaches have been effectively treated through hypnosis. (Shaw, 1956, January, Vol. III; Hartland, pp. 247-249).

4. Hypnosis and Obstetrics. Hypnosis has been successfully used in obstetrics. However, extensive preparation is necessary, beginning with instructions in the early months of pregnancy. (Wolberg, 1948, pp. 411-412). Wolberg further points out that its use is limited because of the fact that only one-quarter of subjects inducted into a "trance" are capable of achieving a sufficiently deep hypnotic state to

make these procedures possible. However, when hypnosis can be used, the absence of chemical anesthesia may be a factor in preventing birth complications.

5. Hypnosis in the Treatment of Dermatological Problems. The skin responds and is sensitive to emotional factors. Studies have suggested that hypnosis can decrease apparent harmful reactions of the skin. Warts and shingles have responded to hypnotherapy treatment. (Crasilneck and Hall, pp. 267-270).

6. Dental Hypnosis. Hypnodontia, the use of hypnosis in dentistry, has had a long history. In 1837, the first painless extraction of a tooth, using hypnosis, was reported in Paris. (Shaw, 1956, Vol. III). From that time on, a few dentists here and there have made use of hypnosis in dentistry. At the present time, hypnosis is still not the choice of an anesthesia of most dentists, but its use is expanding.

The Journal of the American Society of Psychosomatic Dentistry and Medicine has been particularly active in this area. In Philadelphia, Pennsylvania, Temple University School of Dentistry offers hypnosis as an elective course for senior dental students. In this course, students learn that hypnosis can assist dentists in dealing with patients' anxiety and pain. Dr. Louis Dubin, Clinical Associate Professor of Community Dentistry, President of the Philadelphia Society of Clinical Hypnosis, and Director of the course has stated:

> It is a way for the dentist to relate to the patient. Our primary concern is the dentist-patient relationship although, with hypnosis, some fringe benefits, such as reduction of anxiety, fear and the control of pain may occur. We use it in conjunction with

other anesthetic methods or separately, such as in cases where the patient is allergic to drugs. (Temple University News, February, 1976, p. 2).

7. Hypnosis in the Control of Smoking. All cigarette packs and advertisements for cigarettes must show this message, "The Surgeon-General has determined that cigarette smoking is dangerous to your health." Many government reports have linked smoking with lung diseases and emphysema. As a result, many have attempted to stop smoking. Hypnosis is one of the many techniques which have been successfully used by some individuals. Nuland and Field, as reported by Crasilneck and Hall (pp. 168-169) have found an improvement rate of sixty percent in treating smokers with hypnosis. These researchers also had a technique of having the patient maintain contact by telephone between treatments and they utilized self-hypnosis.

8. Weight Control and Hypnosis. Weight reduction appears to be a national concern. The markets display a wide variety of low-calorie foods, artificial sugars, appetite suppressants and nostrums galore, designed to aid the would-be dieters. However, the failure of the standard low-calorie diets and the dangers involved in fad-diets and drugs, (Editors of Consumers' Union, The Medicine Show, 1974, pp. 208-222), have caused professionals to focus on the use of hypnosis as a weight-reduction technique. Research information indicates that the technique of hypnosis, if judiciously applied, can result in significant weight loss. (Crasilneck and Hall, Chapter 11; Wolberg, 1948, pp. 386-388).

The Use of Hypnosis in the Educational Fields

The principles of hypnosis have been educational tools for many years. Classroom teachers try to relax their students before an examination or a difficult assignment. Well known "pep talks" by athletic coaches are a form of motivational suggestions related to hypnosis. Visual-aids in the classroom and other methods which capture a student's attention also utilize the technique of hypnosis.

The use of hypnosis in the educational field is further enhanced by the high degree of susceptibility among school-aged children. A study by Morgan and Hilgard (1973, pp. 78-85) compared the susceptibility of 1,232 subjects, five to seventy-eight years old. The peak of hypnotizability was found to be in the nine to twelve year old group with a gradual decline thereafter.

Gardner, writing in the American Journal of Clinical Hypnosis (July, 1974, pp. 44-48) indicates that school-age children often respond easily to hypnotherapy for a wide range of physical and psychological problems. According to this writer, the difficulty lies with the resistence of the parents because of their "ignorance and/or misconceptions about hypnosis generally." Gardner lists several ways to help parents to seek specific advantages of hypnotherapy.

In an article in the Journal of Reading Specialists (December, 1968, pp. 58-65) Gordon had reviewed some of the research in the use of hypnosis as a tool in a college-level reading and study-skills laboratory. Gordon reported the work of eight researchers in this area. She concluded that a reading specialist with a strong background in psychology could be trained to use hypnosis. It was suggested that a person be a member of either the American Society of Clinical Hypnosis or the Society of Clinical and Experimental Hypnosis. According to the research, hypnosis could be used on a one-to-one basis in an office or in a classroom with a classroom group. Gordon reviewed Krippner's study (1962, pp. 187-193) in which he indicated that hypnosis could be used in the improvement of such areas as "studying of course materials, taking examinations, and committing oneself to long-range goals."

Erickson's study (1965, pp. 65-66) suggested that hypnosis could be used successfully in dealing with "examination panic." He reported that he was even successful in working with a subject over the telephone.

Eisele and Higgins (1960) also worked with "examination panic" and improving students concentration and better study habits. They indicated that the results were "startling" when the patients exhibited an increase in relaxation.

The use of hypnosis in student counseling was reviewed by Mellenbruch (1964, pp. 60-63). He reported that his use of hypnosis in student counseling for more than twenty years has shown that the chief value of hypnosis is "the ease with which core ideas can be established or changed." He defines core ideas as "points of reference in our day-to-day living which represent objects, or principals or feelings or concepts which we are for or against."

An investigation on the learning of spelling with the use of hypnosis was reported by Gray (1934). He used subjects who were known to be weak in spelling and he found only a small improvement with hypnosis.

Dr. Janpolsky, writing in the Journal of Learning Disabilities (1970, p. 570) has found that the combined use of hypnosis and sensory substitution for visual input "may be beneficial to children with learning problems." He has indicated that such techniques have been applied to children with specific learning problems of number reversals. According to the article: "neurological and psychiatric evaluations indicated that all children in both groups had learning disabilities which could be considered developmental, presumably resulting from a maturational lag of the nervous system." The author concluded that the combined use of hypnosis and sensory substitution could be conceivably applied to children with other types of learning difficulties.

The use of hypnosis to improve learning was experimentally tested at Tennent High School in Warminster, Pennsylvania. (Biffoni, 1973). According to school personnel, the results are not scientifically conclusive but do indicate that hypnosis can help students learn.

The following procedure was used during the first year (1972). Fourteen volunteer pupils were divided into two groups of seven each. One group was hypnotized during a half hour period conducted after school one day a week. During their trance, the subjects were told they would study harder, perform better on tests and get higher grades.

The other group received a half hour of subject matter tutoring once a week. During these sessions, the pupils were told how they could improve their study skills and test-taking skills, but they were not hypnotized. At the end of the year, most of the pupils in the hypnosis group had improved their grades in many subjects while grade averages of the pupils in the control group stayed about the same.

In the following year, 1973, the only comparison made was between the pupil's grades at the beginning of the year and at the end. According to the psychology instructor, the sessions helped the students to improve their grades and their general anxiety level was reduced.

Another unpublished report reviews the use of hypnosis as an adjunct to remedial reading instruction (Oldridge, 1968, pp. 1-8). His study, at the University of British Columbia, concerned youngsters who had difficulty in reading because of psychological problems. Seven subjects were selected ranging in age from eight to eleven years. The children were given remedial reading instruction for six weeks. Hypnotic suggestions under a medium level trance were given twice a week. According to Oldridge:

> The suggestions took the form of assuring them that they were bright enough to read well; that there was nothing wrong with their eyes; that the reason they were having difficulty was probably simply that they felt they could not learn to read; that they probably felt this way because when they first started to read they had trouble and didn't get off to a good start; that now, however, everything would be right and all they needed to do was not to be afraid and to relax while reading; that when they read from now on, they will not become nervous, but will feel confident that they can learn well, and will be relaxed.

The summary of Oldridge's report indicates that the children showed marked improvement in their attitude toward reading following hypnosis. The non-involved group did not demonstrate marked improvement in their attitude toward reading.

Hunsaker (1969, pp. 1075-1976) reported on his research on using hypnosis in the remediation of seventh grade boys. The subjects were divided into matched experimental control groups on the basis of reading rate and comprehension, anxiety level, and hypnotic suggestibility. Pre and post measurements of reading and anxiety were obtained by the Stanford Diagnostic Reading Test and the Junior-Senior High School Personality Questionnaire. Hypnotic suggestibility was measured by the Children's Hypnotic Susceptibility Scale.

Each group received a total of ten hours remedial reading instruction during the period of approximately one month. At the beginning of each session, each group received suggestions designed to decrease anxiety, tension, and fear of reading while increasing motivation to read and reading enjoyment. The suggestions were given to the experimental group as post-hypnotic suggestions while in a hypnotized state, and to the control group while in a waking state. Hunsaker indicates that "the natural curiosity and an eagerness of the seventh graders made them excellent subjects, the majority attaining at least a medium depth of hypnosis." The results of the study have no significant difference in reading comprehension for either the control or the experimental group. However, the experimental group experienced significant gains in reading rate. No significant changes in anxiety in either group was noted, however, anxiety for the control group did increase slightly while it remained constant for the experimental group.

The effect of hypnosis and hypnotic susceptibility on verbal learning was investigated by Robert Schulman (1962, p. 710-711). This thesis tested the ability of individuals of different hypnotic suggestibility to learn both meaningful and meaningless material when hypnotized. The materials to be learned consisted of two nonsense syllable lists of ten syllables each and two original poems of ten lines each. The materials were presented to all subjects from tape recordings.

The major conclusion derived from the analysis of the experiment was that the treatment of hypnosis did not significantly influence performance on the nonsense syllables or poems when compared to the performance in the unhypnotized treatment.

In another study of an influence of hypnosis on the recall of verbal material cognitively dissonant in nature was investigated. Of the material to be recalled was a randomized list of 40 sentences, half of which were regular or consonent, and the other half, dissonant sentences. Cognitive dissonance occurs when one element of cognition does not follow from the other.

The results revealed that dissonant material is recalled better when exposed under hypnosis than when exposed in the normal state. However, dissonant material recalled under hypnosis is not remembered better than dissonant material exposed and recalled in the normal state.

Sixty-four Baylor University students participated in an experiment to gauge the effect of hypnosis on learning meaningful material. (Thurman, 1963, p. 6253). The subjects were assigned to each of four primary groups: (1) standard hypnosis; (2) self-hypnosis; (3) task motivating instructions; (4) control. Instruction and induction procedures were presented by means of tape recordings. All subjects read two brief passages and answered multiple choice questions covering the material read. The results indicated that there were no significant differences among the groups on the tests of reading comprehension.

In a study by Murray L. Gray (1972, p. 3496), the effectiveness of hypnosis, counseling and educational therapy on reading comprehension was evaluated. A population of twenty-nine fourth and fifth grade children were used in the experiment. All of the children were known to be academic under-achievers. Group 1 received individual educational therapy while Group 2 received individual counseling and Group 3 received individual educational hypnosis. All subjects had two half-hour sessions per week for three weeks. The results of the experiment revealed that all methods were helpful in the treatment of learning problems. Although the educational hypnosis group showed the largest improvement, it was not significantly different than the counseling group or the educational therapy group.

The use of hypnosis for improving speech confidence was investigated by LeBlank (1976, p. 1215). The subjects were 209 male and female students enrolled in a ten week speech fundamentals course at the University of Minnesota. The students were divided into three groups and were subjected to the following treatments:

> Group 1 - Group Hypnosis Treatment. Systematic anxiety sensitization and confidence conditioning through light hypnosis.
>
> Group 2 - Group Counseling Method. Group discussion and advice on methods for improving speech confidence.
>
> Group 3 - Control Group Treatment. Standard classroom procedures with no special treatment.

Test analysis showed that hypnosis subjects made statistically greater gains in reported confidence scores than the counseling subjects and the control subjects. In addition, it was found that the counseling subjects made greater gains than the control subjects.

The relationship between hypnosis and the learning of two selected motor skills were studied by Burton (1969, p. 1053). The subjects selected had daily practice sessions on two motor skills - mirror tracing, a fine motor skill, and ball bouncing, a gross motor task. The practice trials consisted of a pre-test on the initial day followed by daily practices and a post-test under control conditions.

The test findings indicated that changes in performance between the pre-test and the post-test were indicative of learning and did not occur through chance. However, there was no significant difference on the learning of either the mirror tracing or ball bouncing task with or without hypnosis.

CHAPTER III

METHODOLOGY

The Basic Plan

The purpose of this study was to determine the feasibility of using hypnosis in an educational setting in order to facilitate the learning process. To accomplish this objective, the following steps were taken:

1. A review of existing information relative to the use of hypnosis and its possible application as an educational aid.

2. The use of a survey to determine the attitude of professional personnel toward the use of hypnosis as an educational aid.

3. Summary of findings, conclusions and recommendations.

Literature Review

An extensive review of the literature was made pertaining to the use of hypnosis in education and related areas. The following resources, all of which are fully identified in the bibliography, were covered:

1. Books: Professional books on all aspects of hypnosis were read. The Dictionary of Education (C.V. Good) was used as a resource aid.

2. Dissertation resources: Extensive use was made of Dissertation Abstracts International, in order to review previous research in hypnosis. Xerox Dissertation Service (Datrix) provided a search on previous dissertations on hypnosis.

3. Journals: Information from the following journals, all fully identified in the bibliography, was obtained: "The Journal of the American Society of Psychosomatic Dentistry and Medicine," "Journal of Abnormal Psychology," "Journal of Learning Disabilities," "Journal of Special Education," "Journal of Experimental Psychology," "Journal of Clinical Hypnosis," "American Journal of Psychotherapy," "Journal of the Reading Specialist," "Academic Therapy Quarterly," and "American Psychologist."

4. Newspapers: Articles related to hypnosis were reviewed from the "Courier Times" (Levittown, Pa.), "Daily Local News" (West Chester, Pa.), "Doylestown Daily Times" (Doylestown, Pa.), "The Evening Bulletin" (Philadelphia, Pa.), "The New York Times" (New York, N.Y.) and "The Philadelphia Inquirer" (Philadelphia, Pa.)

5. Magazines: Selected issues of the following magazines, fully identified in the bibliography, had pertinent information: "Newsweek," "Psychology Today," and "Temple University News."

6. Pamphlets: Several pamphlets published by Power Company, Hypnotist's Union, American Hypnotists' Association and the Association to Advance Ethical Hypnosis were reviewed. All the above are fully identified in the bibliography.

7. Governmental Documents: The Commonwealth of Pennsylvania has a proposed licensing bill for hypnotists under consideration (9-76). A copy of the proposed regulations was reviewed.

The Regional Resources Center of Eastern Pennsylvania for Special Education conducted a literature search in response to the writer's request on "Hypnosis in Regular and Special Education." The following indexes were searched:

Child Development Abstracts and Bibliography, 1972-1975.

ERIC- Current Index to Journals of Education, 1972-1975.

Dissertation Abstracts International, 1972-1976.

Education Index, 1971-1976.

ERIC- Exceptional Child Education Abstracts, 1971-1975.

ERIC- Research in Education

Psychological Abstracts, 1972-1975.

Books and Documents (In-house).

The Department of Health, Education and Welfare prepared a search on the subject, "Hypnosis as an Educational Aid." An unedited printout of references and abstracts was provided.

Background Information

The author is a professional educator with twenty-nine years of experience in education, counseling and psychology. He is certified and licensed by the Commonwealth of Pennsylvania to teach English, Spanish and Remedial Reading; act as a Guidance Counselor and to perform the duties of a School Psychologist. He has functioned as a teacher, guidance counselor and school psychologist.

The writer has had a lifetime interest in hypnosis and has attended many demonstrations and lectures. He participated in a hypnosis seminar, sponsored by the Clinical Hypnosis Society in 1974. In September, 1975, he entered a program of formal training under the direction of the Hypnotist's Union. Robert Kress, President of the Union, provided 40 hours of classroom instruction which included demonstrations and lectures. An internship took place at the University of Pennsylvania under the direction of Walter Birch. The writer lectured to the group and he demonstrated his proficiency with volunteers from the audience. A total of 100 hours were completed. As a result of this training he was certified as a qualified hypnotist by the Hypnotist's Union.

The Questionnaire

The use of a survey questionnaire is a well established technique, as Van Dalen (1966, p. 301) states: "Questionnaires are widely used by educators to obtain facts about current conditions and practices, and to make inquiries concerning attitudes and opinions for some studies or certain phases of them...."

Prior to preparing the questionnaire, the author reviewed some questionnaires in completed dissertations on file at the Temple University Library and carefully considered what would be appropriate to the topic under investigation. Interviews were conducted with teachers, principals, supervisors, psychologists, counselors and parents in an effort to identify the major problem areas which affect the school population. Refinement and further consideration resulted in the selection of the five problem areas shown below for the focus of the study. It was believed these areas would most likely benefit from a program of hypnotherapy: (a) motivation and interest; (b) study skills and work habits; (c) concentration and attention; (d) remedial reading; and (e) test anxiety.

The completed questionnaire was divided into three sections. The first section requested general information about the respondent. The second section is subdivided into the five problem areas noted above. Each area has an application of hypnosis for the respondent to review and indicate his reactions. The final section solicits comments, remarks or opinions that the respondent may wish to make.

A pilot questionnaire was submitted to a group of qualified professionals in order to determine if the questions were consistent with the purpose of the study. As a result, some revisions were made regarding the pertinance of the questions, clarity, brevity, and general understanding of the statements. The final questionnaire contained five general information statements, twenty-five open-ended questions and a section soliciting remarks, comments or opinions. The complete questionnaire is shown in Appendix C.

A cover letter from this writer accompanied each questionnaire, stating the significance of the survey and requested the cooperation of the respondents to complete the questionnaire and return it in the enclosed, addressed, stamped envelope to the researcher by the given date. The respondents were informed that their names, schools, and responses would be kept confidential and would not be identified in the study. The cover letter can be found in Appendix D.

Selection of the Sample

In order to obtain the necessary data for the study, questionnaires were mailed to some Philadelphia school system personnel and other professionals engaged in activities closely allied with education. Included in the general headings listed above were a number of principals from both elementary and secondary schools; administrators and supervisors; teachers and counselors. Professionals engaged in educationally related activities included hypnotists, mental health providers and psychologists. The Pennsylvania Department of Education officials include representatives from the Department of Education and the Council of Basic Education.

It was decided to plan for a total of 50 to 75 responses, since this seemed to be a reasonable number from which sufficient data could be obtained. The initial mailing was sent to 100 individuals with the expectation that the projected number of completed questionnaires would be returned.

The names of Philadelphia District Personnel were randomly selected from the 1976 Directory of the School District in Philadelphia.

The National Register of Health Service Providers in Psychology (1976), supplied the names of Philadelphia, Pennsylvania area psychologists.

The Pennsylvania Department of Education Directory (1975) listed the names of State Department of Education officials.

The Hypnotist's Union of Philadelphia provided a listing of qualified members from which a selection was made.

The Philadelphia Service Directory - Mental Health and Mental Retardation (1975) listed all agency administrators from which a random number were chosen.

Collection of the Data

On February 1, 1977, one hundred cover letters and questionnaires were mailed to the selected respondents, as outlined above. A self-addressed envelope was enclosed with each questionnaire. It was suggested that the completed questionnaires be returned by February 15, 1977. By February 30th, the writer had received 30 completed questionnaires. On March the first, another mailing of 70 questionnaires was sent out to the possible respondents who failed to answer the first request. A different cover letter was mailed. (This letter is shown in Appendix E.) The individuals were asked to "find some time out of their busy schedule to respond." The author's home telephone number was also enclosed, if the respondent preferred to answer orally. By April the first, two weeks after the suggested date of reply, another 31 responses had been received for a grand total of 61. This appeared to be a reasonable number of returns from which sufficient data could be culled to provide background information from which recommendations could be made.

Determination of the Categories

Seven groups were selected for the first and second mailing:

administrators, hypnotists, mental health providers, Pennsylvania Department of Education officials, principals, psychologists, and teachers. However, insufficient responses from two groups, mental health providers and Pennsylvania Department of Education officials reduced the primary groups to five.

Only one questionnaire was returned from the community mental health/mental retardation centers. The individual who responded was known to this writer through professional activities. One Department of Education official responded. However, a letter was received from Dr. Mattioli, Coordinator of School Psychology, for the Deputy Commissioner for Basic Education, indicating that "since any statements by the Commissioner could be construed as department policy, we prefer not to participate in your survey at this time." A copy of this letter with additional comments from Dr. Mattioli, may be found in Appendix F.

The field of hypnosis has always been a subject surrounded by controversy. In view of this, the reluctance of individuals to participate in the survey is understandable. Hopefully through future education the mysticism and fear concerning hypnosis will be reduced and it will be viewed as another useful technique.

The mental health provider and the Pennsylvania Education Official were listed under "others" in Chapter IV, An Analysis of Questionnaire Data.

Professional Training and Certification of Hypnotists

A review of the literature and a perusal of major college catalogues, finds no offerings of courses in hypnosis in the undergraduate or advanced curricula. Formal instruction in hypnosis is given on an optional basis in some medical and dental schools. Basically, the various professional organizations promote education and certification of hypnosis.

There are a number of associations, centers and societies dedicated to the training and continued education of hypnotists. They offer a variety of seminars, workshops, and training programs in the scientific use of hypnotic methods. Many of these organizations maintain expensive libraries in the field of clinical and experimental hypnosis. A list of publications from these organizations is extensive. A summary of the professional organizations and their principal activities follows:

1. American Association of Professional Hypnologists, Williamsport, Pa.

Publications: "Bulletin of A.A.P.H.," "Modern Medical and Clinical Aspects of Hypnosis." This group was founded in 1969 and has 100 members. A library of 700 volumes, plus tape recordings are maintained on all aspects of hypnosis. Training in hypnosis is provided through annual seminars.

2. American Board of Clinical Hypnosis, Lawrence, Kansas. This organization was founded in 1958 for physicians, dentists, and

psychologists. It is the certifying body for high-level accreditation of "expert" skills in using hypnosis for research and clinical practice.

3. American Board of Psychological Hypnosis, Chicago, Illinois. This organization was founded in 1960 and has 160 members. It awards diplomas to qualified colleges in experimental or clinical hypnosis. The purpose of this group is to raise the standards of those doing research in hypnosis and those using it in clinical practice by requiring training and experience in the field as evidenced by educational credentials, published research, examinations and recommendations of colleagues.

4. American Society of Clinical Hypnosis, Minneapolis, Minnesota. This organization was founded in 1957 and lists over 2400 members. Physicians, dentists and psychologists with a doctoral degree qualify for membership. This organization sets up standards of training, conducts teaching sessions and workshops at basic and advanced levels. It offers periodic instruction on clinical hypnosis, various simple forms of psychotherapy and psychodynamics. Publications: (a) newsletter; (b) American Journal of Clinical Hypnosis; (c) directory.

5. Association to Advance Ethical Hypnosis, South Orange, New Jersey. This organization was founded in 1955 and has over 1500 members. Practitioners of all the healing arts, educators, police, attorneys, and lay technicians are eligible for membership. This organization has an extensive training program and conducts periodic examinations for its membership and certification as hypno-technicians.

6. Council of Societies in Dental Hypnosis, Montclaire, New Jersey. This group was founded in 1960. Delegates representing each of the societies in the United States, interested in dental hypnosis, are eligible for membership. The group encourages the use of hypnosis by properly trained persons and it encourages dental schools to have courses in hypnosis in the curriculum as a part of dental patient psychology.

7. Institute for Research in Hypnosis, New York, New York. This organization was founded in 1954 and has a staff of 45 people. It certifies psychiatrists, psychologists, and physicians in mental and psychological hypnosis. The group sponsors research in clinical and experimental hypnosis and offers post-graduate training in hypnosis and its applications. Workshops and seminars are sponsored throughout the country. A library of 1,000 reprints and 400 volumes is maintained. The organization has a low-cost treatment center for outpatient who cannot afford private hypnotherapy or hypnoanalysis in private practice.

8. International Center of Medical and Psychological Hypnosis, Milan, Italy. This organization was founded in 1969 and has 157 members. Medical doctors and psychologists, including teachers of psychology at universities, are eligible for membership. The organization seeks to advance the knowledge of hypnosis and its applications. The publications of this group include: (a) International Bulletin of Psychology and Hypnosis; (b) Dictionary of Hypnopsychology.

9. International Society for Clinical and Experimental Hypnosis, Uppsala, Sweden. This organization was founded in 1959 and lists 1,200 members. Membership in this organization is limited to physicians, psychologists and dentists trained in the use of scientific hypnosis and employing it in clinical practice or experimental research. The publications of this group are: (a) International Journal of Clinical and Experimental Hypnosis; (b) newsletter. This organization sponsors and supports training programs to educational professionals in scientific use of hypnotic techniques. It also presents awards to outstanding contributors in this field.

10. Society for Clinical and Experimental Hypnosis, New York, New York. This organization has over 600 members and it was founded in 1949. It is a professional society of physicians, dentists, psychologists, and allied professional persons interested in hypnosis and its boundary areas. The organization requires cooperation among professional and scientific disciplines in the use of hypnosis and it promotes educational standards as well as introductory and advanced workshops. The organization published the International Journal of Clinical and Experimental Hypnosis.

11. American Hypnotists Association, San Francisco, California. This group was founded in 1959 and has over 450 members. Its membership is limited to the following degrees: Ph D. in Psychology, Dentists, Medical Doctor, or a doctoral degree in public health. The group promotes scientific research in ethical hypnosis and related sociology.

It maintains records of all known types of methods of induction and it disseminates information on ethical hypnosis to professional medical and dental societies. An annual training program is conducted by this organization.

12. The Hypnotists Union, Philadelphia, Pennsylvania. This organization was founded in 1974 and has over 50 members. The individuals in this group include the legal profession, dentists, teachers, optometrists, psychologists, and hypno-technicians. The Union issues certificates to qualified hypnotists. It conducts periodic workshops in the use of professional hypnosis. The group encourages a high standard of skill, education and knowledge in hypnotism, in order to serve the public ethically and professionally.

Recently, the Hypnotists Union has introduced the post-legislation in Pennsylvania for the establishment of a Board of Examiners to pass upon the qualifications and fitness of applicants for licensing as hypnotists. The General Assembly will consider this proposed bill after hearings are held later this year. (1977). A copy of the proposed licensing bill can be found in Appendix B.

CHAPTER IV

AN ANALYSIS OF QUESTIONNAIRE DATA

Section One - Review and Summary of the General Information Area

The investigation of hypnosis as a possible aid in the educational process was based in part on a detailed questionnaire which was mailed to 100 professionals engaged in educational activities or in fields closely related to education. The entire questionnaire is shown in Appendix B.

The analysis of questionnaire findings is based on the 61 individuals who returned the completed questionnaire. The table below indicates the number of questionnaires mailed and the distribution of returns.

TABLE 1

Present Position	Questionnaires Mailed	Questionnaires Returned
Administrators	15	11
Hypnotists	15	10
Mental Health Providers	10	1
Pennsylvania Department of Education Officials	10	1
Principals	10	8
Psychologists	15	7
Teachers	25	23
Totals	100	61

Profile of the Administrators

The administrators were all employees of the Philadelphia, Pennsylvania Board of Education. They were engaged in a wide variety of administrative responsibilities in the following categories: supervisor of attendance; administrative assistant; reading and language art supervisor; research associate; resource room coordinator; safety education director; supervisor of special education; and vocational training administrator.

The data supplied by the administrators indicates that all administrators had many years of experience in education before entering their present position. The average number of years in service for all administrators was 19, and the number of years in administration was 6. No administrator had less than 6 years of experience in the public school system and many had over 25 years.

Experience with hypnosis

The administrators as a group have had very little exposure or experience with hypnosis. One administrator went to a hypnotist for weight control without success. Another attempted to use hypnosis to stop smoking. One administrator was present when a friend was hypnotized because of a neurotic condition. A good number of respondents have witnessed stage demonstrations (36%). However, most of the administrators have acquired a layman's knowledge of hypnosis through movies, reading and television.

Profile of the Hypnotists

The hypnotists in the survey have had many years of experience utilizing the technique of hypnosis for a variety of conditions. As one hypnotist expressed it, "I have used hypnosis for beneficial results on a multitude of complaints and physical problems such as insomnia, enuresis, nail biting, tics, headaches, nervous disorders, weight control, stuttering, smoking, etc..."

The hypnotists stated that they have had positive results using hypnosis with youngsters in the following areas: motivation and interest, study skills and work habits, concentration and attention, test anxiety, and school phobia.

The hypnotist's all had private practices and treated adults as well as children. The group surveyed by this questionnaire have not been involved in any programs of education utilizing hypnosis. To the best of their knowledge, the hypnotic procedure has not been part of any curriculum of education in the greater Philadelphia, Pennsylvania area.

Profile of the Mental Health Provider

As indicated in Chapter III, one questionnaire was returned in this area. The respondent, a unit director in a comprehensive community mental health center, has had 29 years of experience as a social worker in various agencies. He has had no experience with hypnosis, but he has witnessed a stage demonstration of hypnosis for entertainment.

Profile of the Pennsylvania Department of Education Officials

As indicated previously (Chapter III), only one questionnaire was returned in this category. The respondent is presently the Chief of Pupil Personnel Services, Pennsylvania Department of Education. He is responsible for developing and supervising the state level programs of social services, psychological services, guidance services and health services.

The respondent has had no actual experience with hypnosis. His only exposure to the hypnosis procedure has been through graduate work in psychology. He has never witnessed the use of hypnosis for any purpose.

Profile of the Principals

The principals were represented on all instructional levels. There were four respondents from elementary school; two principals were in charge of junior high or middle schools; and two of the principals directed senior high schools.

The principals in the survey have spent many years in the educational field. Their length of service in education ranged from 17 years to 41 years. As principals, they have spent an average of over 15 years in the various schools.

Experience with Hypnosis

Twenty-five percent of the principals have witnessed hypnosis as entertainment, part of a show. One principal has been involved in hypnosis through his private practice for many years. He believes that hypnosis can serve an important function in education - on a private basis only. The other principals in the survey have had no actual involvement with hypnosis other than through movies, literature, and television.

Profile of the Psychologists

The psychologists who answered the questionnaire were all employed by the Philadelphia, Pennsylvania Public School System. Their total years of service to the educational system ranged from 3 years to 30 years. All of the school psychologists had educational experience prior to their employment in their present capacity.

Experience with Hypnosis

The school psychologists knew about hypnosis through stage presentations and the media. They have not been involved in any programs which utilized the technique of hypnosis. However, several psychologists were aware of private therapy situations in which hypnosis was often utilized.

Profile of the Teachers

The teachers in the survey represented a wide spectrum of assignments. The respondents held positions in the following areas: elementary grades, counseling, driver education, emotionally disturbed, gifted program, homebound instruction, music, remedial reading, resource room, retarded and secondary (junior high, middle school, high school) subjects. All of the teachers were employed by the Philadelphia, Pennsylvania Board of Public Education.

Many of the teachers had years of experience in education. The average years of service was 13.8. The most experienced teacher had 30 years of employment and the newest teacher had over one year.

Experience with Hypnosis

A significant group of teachers (69%) had no experiences with hypnosis, nor had they witnessed the use of hypnosis for a particular purpose. Their knowledge of hypnosis was acquired through the media and reading.

A small percentage of teachers (13%) witnessed stage demonstrations of hypnosis as part of a show.

Three teachers have observed scientific demonstrations of hypnosis at local institutions. One teacher went to a professional hypnotist in an effort to stop smoking, without success. Another teacher participated in a hypnosis experiment while at college, ten years ago. She recalls that the experiment improved her ability to relax during examinations.

Summary of the Profiles of the Respondents

The administrators, principals, psychologists, and teachers were all employed by the Philadelphia, Pennsylvania, Board of Public Education. The hypnotists were all engaged in private practice and had no relationship with any school system. The mental health representative was employed by a community mental health facility. The respondent from the Pennsylvania Department of Education was an official of the Commonwealth of Pennsylvania.

The educators had many years of experience in their area of expertise. They were familiar with all aspects of public school education. The principals had the most years of service among the group of educators (average years of experience - 27.3). The average teacher in the survey had worked 13.8 years. The other educators had the following average years of service: administrators, 21.7; psychologists, 18.5 years.

The hypnotists in the survey were involved in all aspects of hypnosis in their private practice. They had many years of experience in the greater Philadelphia area. The survey indicates that the average years of experience among hypnotists was 18.1.

Summary of the experience with Hypnosis of the Respondents

Aside from the hypnotists, the respondents had relatively little contact with the technique of hypnosis other than through the medium of entertainment. Thirty-six percent of the administrators witnessed stage presentations compared to twenty-five percent of the principals and thirteen percent of the teachers.

The group as a whole was not familiar with the extensive medical and dental use of hypnosis and its applications to the educational program. Their knowledge of hypnosis was acquired through movies, reading and television. However, one teacher participated in a college experiment involving hypnosis and two respondents sought help from hypnotists to correct bad habits.

Section Two - Review and Summary of the Problem Areas

Five problem areas were presented to the respondents. Each area was introduced with a "Practical Application" followed by a series of questions.

A. Motivation and Interest

A Practical Application - Although Harry had a superior I.Q. he found high school difficult. Harry indicated he could only do well if he liked the teacher and he "wanted to work." Harry was taught self-hypnosis and he was eventually able to put himself into a light trance. During the trance he was able to tell himself that he would take a strong interest in an assignment and follow it through to completion. As a result, Harry's academic record showed marked improvement.

1. Reactions of Administrators - The administrators were in agreement to a limited use of hypnosis to increase motivation and interest. As one respondent summed it up: "Hypnosis has practical application in education, if the subject is willing and the problems are surface." Several administrators pointed out the need to investigate the feelings of the parents about hypnosis. On the negative side, some viewed hypnosis as a dangerous device, which has no place in education.

2. Reactions of hypnotists - The hypnotists considered the use of hypnosis in this area as an excellent idea. However, they pointed out a possible danger - the concern it might develop into crutch, causing dependency.

3. Reactions of psychologists - The psychologists also accepted the use of hypnosis as an educational aid for increasing motivation and

interest. Some saw it as having "great educational potential" while others viewed it in a guarded manner. Several psychologists objected to the word "trance," since it sounds like the loss of control.

4. Reactions of Principals - In general, the principal's group accepted the use of hypnosis as a possible way to motivate students. Several respondents could see its use in selected cases. Others stated that sustained motivation was needed for success in school and they wondered if hypnosis could do this.

5. Reactions of Teachers - The teacher's group favored using hypnosis to increase motivation and interest. The majority of respondents believed that hypnosis could be used to increase self-motivation. However, several important considerations were raised. Some teachers wondered how the subject could be motivated to attempt this technique, since their problem was motivational in nature. One respondent thought that traditional methods, such as group dynamics or therapy should be used first, before attempting hypnosis. The fear of using hypnosis was mentioned by two teachers. They considered hypnosis to be a "dangerous technique," unless medically supervised.

6. Reactions of Others - The mental health worker reacted negatively to the use of hypnosis as described in the "practical application." He indicated that Harry needed help interacting with authority figures which hypnosis would bypass.

The state official saw "no objection" to such a practice. He stated: "If self-hypnosis works to improve motivation then it would have value."

2. What concerns might materialize as a result of such use of hypnosis?

Administrators - This group saw legal problems as significant, but many of their concerns focused on the subjects. They were fearful that the procedure could develop dependent and neurotic individuals. They saw parental concerns as substantial. As one respondent expressed it: "So little is known by the general public about hypnosis, that there very well might be problems in all of the areas mentioned."

Hypnotists - The hypnotists were concerned about the public's awareness of hypnosis. They felt that there would be many questions until the faculty, parents and students were provided with a complete in-depth explanation of hypnosis. As one hypnotist expressed it: "Like all new ideas, the education of everyone concerned would be necessary; once results were observed, it could be accepted and used as a constructive tool."

Principals - The group of principals saw three major concerns: potential liability, parental attitude, and length of experiment. Who would determine whether hypnosis was warranted? One principal stressed the lack of knowledge about hypnosis and the need to have more information before a mature judgment could be made.

Psychologists - The psychologists considered the legal risks to be substantial and these needed to be resolved before the technique could be introduced into the school system. Others were concerned about the long range implications. A need for further research was mentioned by several psychologists.

Teachers - The teacher's group stated that parental approval was necessary prior to any student participation. The student must be a willing subject for the results to be beneficial. Legal difficulties were also cited. The possibility of the school board being accused of "brain washing" was also mentioned. Several respondents asked who would teach hypnosis and how would the Teachers Union respond to this.

Others - The community mental health person was uncomfortable with the idea of using hypnosis in education. He stated: "I personally am wary of tampering with another's unconscious and I would be even more uncomfortable about a student putting himself into a trance - and what might result from it. How many parents would permit It? If anything went wrong the community would be adversely aroused."

The state official anticipated no problems if parental consent was secured prior to the hypnotic instruction. He felt this was required because of the general perception parents hold of hypnosis.

3. Under what circumstances might the use of hypnosis be considered appropriate to motivate students?

Administrators - The administrators viewed hypnosis as an acceptable procedure for underachievers. They indicated that the technique should be used in a professional manner by qualified personnel. The parents and students need to be emotionally stable people. One administrator who was strongly in favor of the use of hypnosis, thought that it would be best to use it privately in order to avoid the possible legal and administrative difficulties.

Hypnotists - The hypnotists responded conservatively on this question They preferred to use hypnosis "to assist students for whom traditional methods were not helping." The hypnotists would not become involved in the procedure until written permission was obtained from parents and school authorities.

Principals - The principals who were queried indicated that hypnosis might be appropriate on an experimental basis with a competent hypnotist. Parental consent is necessary. One principal suggested that the hypnotist should have a medical background. Another principal, who is also a hypnotist, felt that hypnosis should only be used privately, not in a school setting.

Psychologists - The psychologists who supported the use of hypnosis in this area (71%) indicated that the students who were selected should be free from serious emotional difficulties. The students need to have at least average intelligence, as determined by individual testing. The pupil must be motivated enough to want to improve. A student who is being "forced" to participate by his parents would not profit from this experience.

Teachers - The teachers in the survey indicated that the hypnotic procedure should be administered by a professional hypnotist. An explanation of hypnosis and its relation to education should be given to parents and students. The students who are selected should be free of learning problems, per se, and of average or better intelligence.

Others - The Pennsylvania official saw three circumstances which were necessary before the use of hypnosis could be considered: (1) approval of the school administration; (2) parental consent; (3) a trained hypnotist; and (4) an educational purpose.

4. Might you support experimentation which would serve to test the use of hypnosis to improve motivation?

Administrators - The administrators who responded gave conditional approval to the use of experimentation (54%). They stated that funding for the experiment should not come from local sources, if possible. The federal government is a possible resource to consider. One administrator thought that the parents should pay for experimentation by seeking private hypnotists. Several administrators believed that the school district had enough knowledge and skills available at the present time to motivate pupils, if effective use was made of them.

Hypnotists - The hypnotists did not oppose the support of experimentation. However, they indicated that research over the years has proven the efficiency of this technique in medical and dental areas. Hypnosis has been used with considerable success on a private basis for educationally related problems.

Principals - This group gave limited support to experimentation (50%). They insisted on proper safeguards and approval from the school board. The question of liability concerned all of the principals.

Teachers - The teachers who were polled gave overwhelming approval to the support of experimentation. Parental and administrative agreement were necessary. A careful screening of the subject was important. The hypnotist who is selected for the experiment should have a teaching background, if possible.

A minority of teachers did not sanction the use of experimentation at this time; they would, however, support further research and studies.

Others - The community worker would not support experimentation without additional information about the risks involved and additional demonstrations.

The state official in the survey would support experimentation if careful controls were made and the previously mentioned safeguards were met.

Summary of Findings - Motivation and Interest

The area of motivation and interest drew varied responses from the individuals polled. The answers appeared to reflect the experiences of the respondents rather than their professional assignments. As expected, the hypnotists gave overwhelming approval to the use of hypnosis in schools. They indicated that sufficient research and experimentation has already proven the worth of hypnosis in an educational setting.

The administrators, principals, psychologists and teachers favored a limited use of hypnosis within the school system; they supported experimentation in this area. The following guidelines were suggested: (1) student participation should be voluntary;

(2) parental permission necessary; (3) approval from school board and administration; (4) competent professionals involved; and (5) legal consideration satisfied. In addition, the following factors were emphasized: (1) funding - local or federal; (2) length of project; (3) how should the gains be measured?; and (4) contractual problems with the Teachers Union.

The respondents who did not support the use of hypnosis in the school system were concerned about three major areas: (1) legal implications; (2) effects on the student; and (3) lack of qualified personnel. These individuals also expressed the opinion that resources within the schools were more than sufficient to aid in increasing motivation and interest, if they were fully utilized.

B. Study Skills and Work Habits

A Practical Application - An experiment was conducted among high school students after the first report period through the third quarter. A total of twelve one-half hour sessions were held weekly. The hypnotic method varied slightly from session to session. Suggestions were made regarding the interest a student might find in the subject matter. He was told to think of his long-range goals and to realize how important his academic record would be in the attainment of these goals. The pattern went like this: "The deeper asleep you go, the more your subconscious mind will accept all my suggestions and you will carry them out. You want to get better marks, so you are going to study more and more all the time..."

The results of the study supported the hypothesis that hypnotic suggestions can improve students' grades.

1. Reactions of Administrators - The administrators did not consider this application of hypnosis to have more than limited value. They indicated a desire to review the literature and the statistical findings before making an educational judgment.

2. Reaction of hypnotists - As expected, the hypnotists had a favorable reaction to the example cited in the "Practical Application." As one hypnotist expressed it: "Through hypnosis, the student will learn to accept their studies and themselves with more positive attitudes, hence increasing their interest."

3. Reaction of principals - The principals believed that current resources within the schools could be used effectively to achieve similar or better results. Through effective counseling, good teaching and parental support, much could be accomplished. The majority of the principals felt that more administrative "push" was needed for this.

The principals did not close the door on the technique of hypnosis as a possible aid to education. They desired to learn more about it, before considering its possible use.

4. Reaction of psychologists - As a group, the psychologists viewed hypnosis as a useful procedure for improving study habits, provided effective controls were utilized. However, they wondered how long the effect would last and the length of time that would be involved. The cost factor was mentioned by several psychologists.

One psychologist believed that the use of hypnosis was dangerous and it did not belong in the public schools: "It reminds me of 'mind control,' he wrote.

5. Reaction of teachers - The teachers who responded agreed with the other professionals listed above that effective methods and procedures are presently available in the schools for the problem under discussion. Group counseling and coaching are excellent ways of improving study habits. According to the teachers, hypnosis would probably work, but in-school methods would avoid the stigma which is associated with the hypnotic method.

6. Others - The community health representative continues to the use of hypnosis. He states, "Good habit patterns can be taught directly via behavior modification, wherein the student can be taught to control his behavior rather than someone from the outside prompting him."

The official from the Commonwealth of Pennsylvania indicated that his reaction was the same as he gave on the previous example. He wrote a letter explaining his views in detail. The complete text of the letter can be found in Appendix G. Briefly, Dr. Logan indicated that he has little knowledge of hypnosis and he has reservations about its use in the schools. However, he is willing to study further the application of hypnosis in education.

2. What concerns might materialize as a result of such use of hypnosis?

Administrators - The administrators had mixed feelings about using hypnosis to improve study skills and work habits. Some indicated that parental concern would be substantial and public support would be difficult to obtain. Others thought that qualified personnel might not be readily available. Several administrators thought that hypnosis might serve as an effective technique for lazy students. Again, legal and ethical safeguards were strongly emphasized.

Hypnotists - The hypnotists have long considered hypnosis to be a useful tool in this area. They believe that its use in the school system can be fully justified. However, ethical considerations can not be forgotten.

Principals - The principals saw three major difficulties which might arise if hypnosis were used as indicated in the example: (1) legal implications; (2) scheduling problems; and (3) insurance liabilities.

One principal expressed a positive view when he wrote: "The benefits would certainly be self-evident if the youngsters improved, but the difficulties would be selling the parents, the administration and everyone else on the viability of this procedure.

Psychologists - More students could be helped than in the first practical example since groups are utilized, the psychologists theorized. Two psychologists cited the time element; how long would it take for the group to show improvement in study habits? Could the cost be justified? Several psychologists wrote about the selection procedure and how important it was to select "normal" individuals. One psychologist viewed hypnosis as a "dangerous practice" which may cause other problems to manifest themselves.

Teachers - The concerns of the teachers focused on several areas. The teachers felt that hypnosis might have a limited use in the school system, barring legal and psychological implications. They indicated that hypnosis would be difficult to monitor on a large scale, and the cost might be prohibitive. Several teachers thought that a private venture might be best because many problems would be eliminated.

3. Under what circumstances might the use of hypnosis be considered appropriate to improve study skills and work habits?

Administrators - As a group the administrators indicated that hypnosis would be appropriate under carefully controlled conditions with careful attention to any possible negative after-effects. The need for a psychological evaluation to determine a youngster's intellectual potential and his emotional functioning was mentioned. Trained professionals would be necessary to supervise and administer the program.

Hypnotists - The hypnotists did not believe that their skills should be utilized until the traditional methods were given a fair opportunity to work. Hypnosis could improve study skills and work habits by reducing tension and stress, thus helping students to concentrate.

Principals - This group of professionals agreed to a limited use of hypnosis, but they would only consider it as a last resort. The principals believed that the most appropriate group for hypnosis would be the nonachievers who had average intelligence. However, since all people do not respond to hypnosis, the very ones needing it might prove to be poor subjects.

Psychologists - The psychologists also viewed hypnosis as the last technique to use when traditional methods have failed. These professionals would not restrict the procedure of hypnosis to youngsters of average ability, since in their view, all students might benefit from it.

Teachers - The teachers who responded thought that hypnosis probably would be effective in this area, with the proper safeguards, as noted previously. Hypnosis should be used after counseling and teacher assistance have failed. One teacher suggested that hypnosis should be used with counseling, as a means of discussing the concerns of students. "Bright underachievers should be considered first," another teacher wrote. Early recognition of difficulties was considered to be important by many teachers. One teacher summed it up this way: "A student whose early training did not prepare him for task completion and whose work habits are poor, should be considered for this method as early as possible."

4. Might you support experimentation which would serve to test the use of hypnosis to improve study skills and work habits?

Administrators - This group of educators were in favor of experimentation to test the use of hypnosis to improve study habits. They stressed the need for legal permission from students and parents and qualified personnel. Approved research methods were important.

Hypnotists - The group of hypnotists in the survey indicated that their private practice with youngsters has already demonstrated the worth of hypnosis. One hypnotist stated it in this manner: "The pupil's grades should improve as work and study habits are practiced with self-appreciation, rather than just another chore to be done."

Principals - All the principals who responded indicated that they would support experimentation - some privately, others in a school setting. All the appropriate safeguards are necessary, especially release from liability.

Teachers - These educators were generally in favor of experimentation on the use of hypnosis to improve study habits. Thus, sixty percent indicated support for experimentation. They stated that the subjects needed to be carefully screened and expected goals should be clearly explained. However, there were a minority of teachers who were hesitant about experimentation; they felt that more private research was needed.

Summary of Findings - Study Skills and Work Habits

The administrators, principals and teachers agreed that hypnosis in this area had some limited value in the school system. They considered the present methods as appropriate. Effective teaching, together with counseling and in-school tutoring were said to be effective procedures for improving study skills and work habits. However, the educators did not rule out the use of hypnosis altogether. They desired to learn more about it through research and pilot programs before making a definite decision.

The psychologists were not as reluctant to accept hypnosis as a possible alternative to present methods. They indicated that a procedure should be established in order to determine how effective it can be.

The hypnotists were enthusiastic about the use of their method with school students. They claimed that research was available which can prove the efficacy of hypnosis to improve study skills and work habits.

The educators (administrators, principals, and teachers) were concerned over public reaction if hypnosis was introduced into the school system. How would the public accept this technique and how could the school board justify the cost of the program? Greater public involvement was stressed. They indicated that prior to the initiation of any program, the question of school liability must be determined. Some educators considered a private venture to be best.

The psychologists indicated that this area was more practical than the others, because groups of students were involved. However, some psychologists saw a great danger in using any form of "mind control," regardless of its purported benefits.

The hypnotists were concerned about ethical standards. They stated that the public would be justified in criticizing the use of hypnosis unless ethical considerations were observed.

There was general agreement among all the groups that hypnosis should be considered as a method to improve study skills and work habits when the traditional procedures have not been successful.

The respondents indicated that the selection procedure should include a psychological evaluation for each candidate. Some thought that non-achievers with average intelligence should have the top priority, but others felt that the severity of the problem, regardless of ability, should be the deciding factor. Early recognition of the problem was considered essential to any remedial program.

All of the groups favored some form of experimentation - private or in a school setting. A minority of respondents considered additional research to be necessary prior to experimentation. The hypnotists approved of experimentation for demonstration purposes, but they felt that the worth of hypnosis has already been effectively proven by research and in private clinics.

C. Concentration and Attention

A Practical Application - Howard was an example of a student with concentration and attention problems. After a short time of studying he would get a fruit, drink water, open the window, or turn on the radio. Howard stated he could only concentrate for a few minutes before his mind began to wander.

Howard was hypnotized several times over a few weeks. He was told that no outside stimuli would distract him. He was told to ignore sensations of hunger, thirst, the temperature or the appeal of the radio. He was further told that his attention span would increase. The results of the suggestions proved so successful that by the end of the month, Howard was spending many uninterrupted hours on his studies.

1. Reactions of Administrators - The administrators indicated that there are several existing techniques which can be used to overcome poor study habits, e.g., proper study environment, goal setting, etc. Hypnosis should only be considered if these methods are not successful. Several administrators thought the results were dramatic, but they wondered how long lasting they would be.

2. Reactions of hypnotists - The hypnotists were enthusiastic about the use of hypnosis for concentration and attention. They considered it "practical and sensible," if traditional methods did not work.

3. Reactions of Principals - A number of principals (12%), questioned the possible side effects of hypnosis and they felt that medical supervision was necessary to reassure the public. They also wondered if hypnosis might not mask the real reasons why a student cannot concentrate or pay attention. Another principal supported the use of hypnosis in this area, if privately administered.

4. Reactions of Psychologists - The psychologists noted that behavior is difficult to change, and perhaps an extreme technique, such as hypnosis might work. Many psychologists (56%) viewed this area with skepticism; they saw the symptom not the cause as treated.

5. Reactions of Teachers - In general, the teachers saw this aspect of hypnosis as having possible benefits. "It seems more like a traditional use of hypnosis," one wrote. Some viewed the example as "too simplistic;" others felt that hypnosis would only cover up underlying symptoms. The overall opinion supported previous statements

that hypnosis would be feasible with proper supervision and standards.

2. What concerns might materialize as a result of such use of hypnosis?

Administrators - The administrator's group saw "substantial parental concerns." Thelack of public knowledge and its effects upon innovative programs, such as hypnosis, are of great significance. Therefore, parental involvement from the planning stage to the final implimentation is necessary.

Hypnotists - The hypnotists expressed no reservations provided qualified hypnotists were employed and the ethical standards of professional hypnotists were observed.

Principals - The principals group echoed the concerns of the administrators. One principal expressed a positive point of view when he wrote: "Obviously the benefits would be tremendous; who wouldn't want to be able to concentrate better?"

Psychologists - The psychologists noted the legal and medical problems involved in the presentation of hypnosis in the public schools. Several psychologists were concerned about ignoring hunger, thirst and temperature, as indicated in the "practical application" to this area. One psychologist anticipated no difficulties once written parental permission was obtained.

Teachers - The teachers noted that learning does not occur without concentration. They felt that the technique might be useful within the school situation if legal, administrative and psychological conditions are met. The frequency of the "breaks" mentioned in the example needed to be curbed, the teachers indicated; but their total elimination seemed inadvisable and unrealistic.

3. Under what circumstances might the use of hypnosis be considered to improve concentration and attention?

Administrators - One administrator expressed the thoughts of many when he wrote: "I would reserve the use of hypnosis for more serious cases which do not respond to the more standard techniques to improve study habits."

Some administrators saw a home tutoring program, not under the direction or supervision of the school district, as the most appropriate vehicle for hypnosis.

Hypnotists - The professional hypnotists who were surveyed saw this procedure as an extremely useful technique. Hypnosis in their view is "intense concentration," a procedure which once acquired has "lifetime benefits."

Principals - The consensus of opinion held that hypnosis should be used after the regular procedures have failed. However, if hypnosis were to be employed as a method of improving concentration, it should be tried early in a student's school experience.

Psychologists - The psychologists agreed with the principals and indicated that hypnosis should only be used when all conventional approaches, such as behavior modification, have failed.

Teachers - These educators considered the best circumstances for hypnosis to be when: (1) other methods of counseling and discussion have failed; and (2) whenever the goals are within attainable limits.

4. Might you support experimentation which would serve to test the use of hypnosis to improve concentration and attention?

Administrators - The administrators indicated their support of experimentation under the following rules: (1) expert supervision; (2) legal and medical safeguards; (3) qualified personnel.

Principals - The principals who responded to this question thought that the areas of concentration and attention should be combined with study skills and work habits since they can be remediated at the same time. They supported experimentation with "proper safeguards and medical expertise." One principal, who is also a hypnotist, considers the hypnotic procedure to be a "safe technique" in the hands of professionals. However, he believes that the educators as well as the general public should be better informed about its potential as an educational aid.

Psychologists - The majority of psychologists approved of experimentation in controlled situations. One psychologist saw experimentation as extremely important: "most of us have a pre-conceived idea that hypnosis would not be too effective in this area. However, if the experiment were effective, it could revolutionize methods of dealing with this type of problem."

Teachers - The teachers favored supporting experimentation if supervised carefully and parental and administrative consent were obtained. Some thought it might be especially beneficial for the hyperkinetic child while others indicated it could be of greater benefit on the college level.

Summary of Findings - Concentration and Attention

The respondents were generally in favor of using hypnosis to aid in developing better concentration and attention. However, only the hypnotists considered hypnosis as the technique of choice in the school system. The educators viewed the procedure of hypnosis as a method which needs further investigation. They indicated that it was necessary to provide supervision and control, as well as strict adherance to legal and ethical standards when it is used in the school situation.

The entire group agreed that parental involvement was necessary from the planning stage, in order for this highly controversial technique to gain some acceptance from the community.

The use of hypnosis as an aid to improve concentration and attention was considered by most respondents to be the technique of last resort, after the more traditional methods were fully utilized. Some indicated that hypnosis should be performed on a private basis, in order that the school system would not become involved in possible controversy.

Finally, the respondents reviewed the desirability of experimentation in the schools. Guarded support was given by all the groups, if the proper safeguards (legal, medical, psychological, ethical) were observed.

D. Remedial Reading

Studies have shown that hypnosis can produce positive results in the remedial reading program.

A Practical Application - A class of 28 seventh grade boys who were reading on a level of fifth grade or below were selected for the experiment. The group received a total of ten hours of remedial reading instruction. Hypnosis was induced at the beginning of each session and post-hypnotic suggestions were made to decrease anxiety, tension and fear of reading while increasing motivation to read and enjoy reading. The subjects were then awakened and spent the rest of the session in instruction.

An analysis of the results showed an increase in reading rate and reduced anxiety.

1. Reactions of Administrators - As a group, the administrators preferred this application of hypnosis to the others in the questionnaire because more students can be involved at one time and because it is an area that is readily measurable. Some administrators pointed out that it would be necessary for teachers to learn the rudiments of hypnosis through inservice training, so they could coordinate their program with hypnotic procedures. Even with beneficial results, the possibility of negative public reaction must be kept in mind. Parental understanding and public education are of paramount importance in order to avoid this.

Reactions of hypnotists - These professionals stated that hypnosis is useful with reading problems by reducing stress and anxiety. As a result, the student becomes more relaxed and is able to learn better. Hypnosis in itself will not improve comprehension, they stressed; but by lowering anxiety, the rate of reading may increase, making better comprehension possible.

Reactions of principals - The principals were divided in this area. Half of the group had no concerns and considered the practical example as reasonable. The balance of principals did not believe that hypnosis could make a difference with remedial reading problems. As one respondent stated it: "Knowing some of the many problems involved in remedial reading programs, I seriously doubt that hypnosis alone would make any great difference in reading skills, especially comprehension."

Reactions of psychologists - The psychologists who accepted the value of hypnosis for reading improvement (71%), thought that hypnosis would be able to reduce the level of anxiety and allow concentration to increase. Others indicated that the "halo effect" might be in operation, and they called for controlled studies to verify the results.

Reactions of teachers - The respondents in the teachers group included six remedial reading teachers. Their observations were not different from the general opinions of the group. The teachers questioned the size of the remedial reading class in the example. They indicated that the size of a remedial reading class should not be more than 12 students. Several teachers indicated that a control group was necessary. One teacher wrote: "The reduction of tension can make the student more amenable to instruction; hypnosis may be an excellent way to accomplish this."

2. What concerns do you feel might materialize as a result of the use of hypnosis in the remedial reading program?

Administrators - The administrators voiced the same concerns expressed previously - legal, parental, administrative. The question of contractual obligations to the Teacher's Union was stressed. Would the hypnotist be considered a consultant, or would he be required to join the Teacher's Union?

Hypnotists - The hypnotist's major concern was over ethical standards. They indicated that the selection of qualified personnel was essential to the success of the program.

Principals - These educators also focused on the need for qualified practioners to handle the hypnosis as opposed to the suggestion that teachers be given inservice training in hypnotic methods.

Psychologists - Psychologists in the study saw hypnosis as a better alternative than the drug therapy which has been used in education. Hypnosis has no chemical side effects since it utilizes "suggestion" only. Other psychologists considered the use of hypnosis with reading problems to be a marginal program not worthy of support. They stressed that the improvement in the reading rate was the least important issue. Reading comprehension was the area of greatest concern.

Teachers - Teachers who were surveyed were concerned about the legal implications of teaching with the aid of a hypnotist. Some saw the value of hypnosis in this context, but they believed that the use of private consultants would be more plausible, because of parental and school board opposition.

3. Under what circumstances might the use of hypnosis be considered appropriate to reading improvement?

Administrators - A number of administrators stated that hypnosis should be tried in reading programs to assist youngsters whose problems are primarily emotional in nature, rather than intellectual or due to learning deficits. Others did not share this limited view; one wrote: "Almost any circumstance would be appropriate, since the mastery of reading is of paramount importance."

Hypnotists - The hypnotists who responded to this question appeared to agree with many of the administrators. They felt that hypnosis should be used for reading problems when the traditional causes of reading difficulties have been ruled out. However, they did not consider it appropriate for youngsters with learning disabilities.

Teachers - The teachers who were polled stated that if hypnosis is utilized in the reading area, it should be in a clinically controlled situation with carefully selected students who are emotionally mature. Some questioned the group approach since each one's reasons for not reading well in unique.

4. Might you support experimentation which would serve to test the use of hypnosis to improve reading?

Administrators - The group of administrators who responded to the questionnaire indicated they would support experimentation as follows: (1) under proper legal sanctions; (2) supervision by expert in field of hypnosis and the reading specialist; (3) if all available resources were utilized first; and (4) if long range results could be anticipated.

Psychologists - The psychologists gave overwhelming support to experimentation in the area of reading. The results would be the easiest to measure since improvement in reading can be charted by a standardized test.

Teachers - The teachers who were in the survey gave strong support to experimentation in the field of reading. As one teacher summed it up, "Reading is so important that anything is worth trying." However, they noted that careful screening of subject and legal consent from parent and administration was necessary.

Summary of Findings - Remedial Reading

The acquisition of good reading skills has been the number one priority in the educational community. Over the years, educators have experimented with various methods to assist the student. The "practical application" in the questionnaire endorses the benefits of hypnosis in remedial reading procedures. The various groups who reacted to the questions gave a qualified endorsement to this innovative teaching procedure. However, there was a minority of respondents who completely rejected the use of hypnosis because of legal implications, public attitudes and administrative problems; they also stated that the existing methods are satisfactory, if properly utilized.

The importance of positive public reaction to the program was emphasized by many respondents. Effective public education organized by informed principals and administrators was considered to be the key to the program's success.

It was generally agreed that the teacher could not assume the duties of the hypnotist and a professional person was necessary. The size of the class cited in the example was considered to be too large for a remedial situation.

Many individuals expressed concern over the selection of students to be exposed to this technique. The consensus of opinion found that the individual should be of average intelligence, mentally stable and unable to profit from traditional reading methods.

The respondents favored experimentation in this area, because the results are easily measured through standardized testing methods.

E. Test Anxiety

Many students claim to be well prepared prior to an examination. However, during a test they become confused and forget essential details. These students allow anxiety to interfere with their test taking, and as a result, their overall scores are lower. Through the use of hypnosis, a student can be taught how to relax during an examination and to gain confidence.

A Practical Application - A certain amount of anxiety is necessary prior to test taking. However, too much anxiety hampers effectiveness and causes poor performance. Through hypnotic procedures, a pupil is given suggestions to improve his confidence. He is instructed to approach examinations with confidence. Suggestions are also given to encourage a restful night's sleep, prior to the test. The student is told to begin his studying well in advance.

1. Reactions of administrators - The administrators viewed this application of hypnosis as a practical technique. One administrator wrote: "As described here it sounds like an excellent pre-test procedure for anxiety prone students." Although all administrators approved of hypnosis in this area, some thought it could best be done on an individual basis, through private consultation.

2. Reactions of hypnotists - The hypnotists were in approval, as expected. One hypnotist, citing her own experience stated: "I have used hypnosis for this problem, and I have taught others to use it with the same positive results."

3. Reactions of principals - These professionals expressed favorable opinions for this aspect of hypnosis. However, they stressed public education about hypnosis. The public must learn that hypnosis is not harmful and that it has a high potential for success.

4. Reactions of psychologists - The school psychologists in the survey approved of this application of hypnosis. Some indicated that the public would accept this technique more readily if the word

"hypnosis" were not used, since it has been associated with mysticism and "mind control."

One psychologist indicated that the procedure of hypnosis, if successful, might lessen the use of drugs to reduce anxiety.

5. The reaction of teachers - The teachers who were surveyed thought that this experiment was the best use of hypnosis of all those presented in the questionnaire. In general, they saw it as having a practical use in education. Some saw it as especially beneficial for students who "freeze" on tests. Many teachers pointed out that excellent methods are available which do not require the use of hypnosis. The teaching of proper study skills, techniques on test taking and the creation of a relaxed testing atmosphere, were given as examples.

2. What concerns might materialize as a result of this use of hypnosis?

Administrators - The administrators saw little concern here since the results could be easily measured. Parental permission was still necessary, they felt. One administrator indicated that the hypnosis should be done privately, in cooperation with the school.

Hypnotists - The hypnotists indicated that all their concerns had been fully expressed in the previous four problem areas.

Principals - The principals indicated that this area held the greatest promise for success. However, it was important to plan the introduction of hypnosis into the school system with the utmost care, involving all aspects of education. The principals felt that hypnosis should not be considered a panacea, but as a possible aid for some students.

Psychologists - The school psychologists were concerned with the time element involved in relation to the educational needs of the group. Others indicated that a test would have to be designed to measure the anxiety level before and after the hypnosis training, in order to determine the effectiveness of the procedure.

Teachers - Some teachers were concerned that the students would use "anxiety" as an excuse not to learn. Other teachers focused most of their concern upon public ignorance of hypnosis. One teacher expressed it clearly when she stated: "I think the public at large knows little about hypnosis, but views it as mystical and perhaps dangerous. I think there would be much opposition to its use."

3. Under what circumstances might the use of hypnosis be considered to help relieve test anxiety?

Administrators - Several administrators considered the circumstances as outlined in the "practical example" to be appropriate for the use of hypnosis. Some believed that the severity of the situation should determine if hypnosis should be used.

Hypnotists - The hypnotists stated that this technique could be used in almost all test taking situations. One hypnotist wrote: "People tend to over-study and this adds to anxiety, causing fear of testing. Through hypnosis, confidence may be increased and anxiety should reduce."

Principals - The principals who responded to this area listed the following circumstances as applicable for the reduction of anxiety through hypnosis: (1) for students who have proven they know the material in a non-test taking situation; (2) for students who "freeze-up;" and (3) for students who panic during testing situations.

Psychologists - The school psychologists felt that hypnosis should be used only if the state of anxiety was severe. Medical supervision would probably be necessary for hypnosis to be used effectively in this area.

Teachers - The teachers indicated that hypnosis might be used if there was a drastic difference between a students everyday performance and test results. The teachers generally reserved severe situations for the use of hypnosis in this area. It would be necessary for the hypnotist to be medically supervised since the anxiety may have a psychological basis.

4. Might you support experimentation to test the use of hypnosis to relieve test anxiety?

Administrators - The administrators stated they would support experimentation under careful controls. One administrator expressed it this way: "Yes, under specific guidelines and close supervision by an expert in the field; proper legal sanctions would be necessary."

Hypnotists - The hypnotists were in favor of continued experimentation to prove to the public the effectiveness of the technique. They viewed hypnosis as an excellent way of helping youngsters with anxiety problems associated with test taking.

Principals - Principals gave support to experimentation in this area. Hypnosis is less extreme than drugs or psychotherapy and it can be proven beneficial, it should be used in the educational field.

Psychologists - The psychologists also agreed to support experimentation. They saw no danger if the experiment were scientifically controlled and medically directed.

Teachers - The educators saw experimentation as worthwhile if the consent of the administration, parents and subject were obtained. They felt that initially the program should be started in senior high school with suitable volunteers.

Summary of Findings - Test Anxiety

There was general agreement among the various groups that this application of hypnosis was the most practical one presented and that it had possible applications in the educational area. The traditional techniques which have been used to alleviate test anxiety have been successful. However, a need exists for a procedure or method to deal with the "hard core" cases. Hypnosis was considered in this context by many of the respondents.

The respondents all favored experimentation to demonstrate the possible effectiveness of this method. It was suggested that the pilot projects be carefully supervised with legal, ethical, and administrative control.

Public education in the area of hypnosis was considered to be of paramount importance. Many people view hypnosis as mystical or perhaps dangerous. Therefore, professionals considering using hypnosis as an educational aid must demonstrate to the community that hypnosis is not harmful and that it has a high potential for success.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Background Information

Summary of Previous Research

Public education in the United States has been both criticized and praised over the years. Educators have faced a multiplicity of problems ranging from juvenile delinquency to the education of the handicapped. School systems have had to cope with situations never anticipated years ago.

In an effort to find workable solutions to the problems, innumerable methods, procedures and techniques have been utilized. Positive results have been achieved in many areas, but the overall drop-out rate has not diminished, and some of the youngsters who graduate from high school are ill equipped to face the responsibilities of life.

In this dissertation, the author has suggested the use of an alternative program which may be helpful for some of the problems that beset school students. This approach involves the use of the technique of hypnosis.

When the word hypnosis is mentioned in everyday conversation, it arouses various reactions in people. These responses range from disbelief to fear and even laughter. On the other hand, some people believe that hypnosis can work miracles. All of these reactions stem from misconceptions.

Brief History of Hypnosis

Hypnosis can simply be defined as a state of increased suggestibility and concentration. A more formal definition would indicate hypnosis to be an altered state of consciousness, characterized by an increased ability to produce desirable changes in habit patterns, motivations, self-image and life-style.

Hypnosis has existed for over two hundred years. Doctor Franz Anton Mesmer, the originator of the "animal magnetism" theory is credited as the inventor of modern hypnotism. He passed magnets over his patient's bodies to put them into a hypnotic trance. Dr. Mesmer considered himself to be personally gifted and he believed he was responsible for curing people. Later, his animal magnetism theory fell into disfavor with the French government and an investigation found that "animal magnetism" was a theory without substance.

Other investigators found that the basis for hypnotism was not "animal magnetism" but the powerful force of suggestion. In the latter part of the eighteenth century, James Braid used the phenomenon of hypnosis in surgery and he refined the technique to emphasize "suggestion" rather than a personal involvement with "magnetism."

After other medical men reported successful results with hypnosis, the British Medical Association, in 1891, investigated the therapeutic value of hypnosis. The report supported the belief that hypnosis was "frequently effective in relieving pain, procuring sleep and alleviating many functional ailments."

Sigmund Freud was an early practitioner of hypnosis. His beginning work in psychoanalysis utilized the hypnotic procedure. However, when Freud organized his own method of treatment, he discarded the use of hypnosis. This resulted in the loss of credibility which had a negative effect on the growth of the field.

Hypnosis remained dormant until World War II when it was used with much success for the treatment of pain and psychological problems. This renewed interest prompted further research and the development of training programs in medical and dental schools. The American Medical Association gave formal acceptance to the technique in 1957.

Hypnosis is a subjective experience and its exact nature has yet to be explained. However, the research has dispelled some of the popular notions about hypnosis. The hypnotized subject is not asleep. The brain-wave patterns are different from those of a sleeping person. Under hypnosis, an individual is not under the control of the hypnotist and he is able to reject suggestions which are harmful to him.

Hypnosis in Medical and Dental Fields

A brief summary of the current uses of hypnosis in medical and dental fields shows how widespread the technique has become.

1. Management and control of pain - The hypnotic procedure produces a state of relaxation which may relieve the pain of headache, back pain, whiplash. In combination with drugs, hypnosis has helped to reduce the need for heavy sedation in terminal cancer.

2. Anesthesia during surgery - Hypnosis has been used in selected cases for individuals who cannot tolerate conventional chemical anesthesia, with dramatic results. However, it is more often combined with chemical agents.

3. Behavioral problems - Hypnosis has proven valuable in the treatment of phobias, such as fear of heights and sexual disorders like impotence.

4. Psychosomatic illness - Research has found the technique of hypnosis to be useful in lowering the emotional level, thereby reducing many psychosomatic ailments.

5. Obstetrics - Hypnosis is worthwhile in this area, but the training period is extensive and most women cannot achieve a deep enough trance to benefit from the procedure. However, when it can be used, the absence of chemicals may prevent birth complications.

6. Dental hypnosis - Hypnodontia (dental hypnosis) was first used in 1837; it is still not the treatment of choice, but in recent years its popularity has increased.

7. Smoking - Researchers have found from 40 to 60% of individuals have given up smoking by using hypnosis.

8. Weight control - Mixed results are reported in this area, because the problem of overeating is a very complex emotional condition.

Hypnosis in Educational Fields

The use of hypnosis as a formal educational procedure has been limited. However, all educators use the informal procedures of hypnosis daily.

Generally speaking, any teaching method which tries to encourage concentration is utilizing a form of hypnosis.

The effect of hypnosis on verbal learning was investigated by researchers. It was determined that verbal learning does not improve under hypnosis.

An experiment was conducted to test the effect of hypnosis on learning meaningful material. The results indicated that there were no significant differences among the groups that employed hypnosis or other methods.

One expert in the field reported on the use of hypnosis for student counseling. His twenty years of experience has proven hypnosis to be valuable in this area.

Hypnosis has achieved satisfactory results in dealing with students who have "examination panic."

At the University of British Columbia, researchers used hypnosis to help students with reading problems. According to the results, marked improvement was shown in the students' attitudes toward reading.

Eight investigators reported on the use of hypnosis as a tool in college level reading and study skills. They concluded that hypnosis was beneficial in improving study skills and the rate of reading.

The relationship between hypnosis and the learning of selective motor skills was the subject of an investigation. Test results found no significant difference in the learning of motor skills with or without hypnosis.

Another experimenter reported on the use of hypnosis in reading. It was noted that the use of hypnosis reduced anxiety and tension. The reading rate increased, but the reading comprehension did not measurably increase.

A recent study found that the combined use of hypnosis and sensory substitution for visual input was helpful to children with learning problems.

The effectiveness of hypnosis, counseling and educational therapy were compared in a research project. The results of the experiment revealed that all methods were helpful with little significant difference.

Researchers have found that hypnosis can improve learning techniques by reducing the anxiety level.

School aged children are good subjects for hypnotherapy according to several studies; they respond easily to hypnotherapy to a wide variety of physical and psychological problems.

The use of hypnosis for improving speech confidence was investigated by experts in the field. Test analysis showed that hypnotized subjects made statistically greater gains.

Summary of the Procedure

The Questionnaire

Interviews were conducted with various school personnel and parents in an effort to identify the major problem areas which affect the school population. The areas finally selected were those which seemed most likely to benefit from a program of psychotherapy.

The questionnaire was divided into three areas: (1) general information about the respondent; (2) five applications of hypnosis for the respondent to review and indicate his reactions; and (3) comments, remarks or opinions that the respondent may wish to make.

The completed questionnaire is shown in Appendix B.

Selection and Collection of the Data

One hundred individuals were selected for the mailing. The groups included Philadelphia, Pennsylvania educators, professionals engaged in educationally related activities and hypnotists. Two mailings were necessary before a reasonable return was received. The seven original groups chosen for the mailings were reduced to five because of insufficient responses. The final group consisted of administrators, hypnotists, principals, psychologists and teachers. Sixty-one questionnaires were tabulated.

Summary of the Findings

Summary of the Background Information of the Respondents

A review of the background information finds that 80% of the respondents were employed by the Public School System of Philadelphia.

The others were mostly in private practice or with local or state agencies. The groups in the survey had many years of experience in their area of expertise from an average of 13 years for teachers to 27 years for principals.

Aside from the hypnotists', the other respondents had very few experiences with the technique of hypnosis. Most of the people know about hypnosis from the media and hearsay knowledge. Some had witnessed hypnosis as entertainment. Very few respondents were aware of the extensive use of hypnosis in medical and dental fields. Because of their lack of knowledge, the respondents were very cautious in their answers and their replies reflected their present responsibilities.

Summary of Responses to the Application of Hypnosis for School Problems

The hypnotists were in favor of using hypnosis in the public schools for the applications indicated. They stated that sufficient research and experimentation has already proven the worth of hypnosis in an educational setting. However, the hypnotists were concerned about ethical standards. They believed that the public would be justified in criticizing the use of hypnosis, unless ethical standards were observed.

The other four major groups of respondents (administrators, principals, psychologists and teachers) were generally in favor of using hypnosis experimentally in the school district. However, many limitations, restrictions, and warnings were given by the educators.

The professionals pointed out the present programs within the school system are capable of coping with the concerns presented in the "practical application," if they are properly utilized. However, as a technique of last resort, hypnosis may have some benefit.

The legal implications involved in the use of hypnosis were perhaps the primary concern of the respondents. Before any program could be initiated, the school board and its agents must have the legal authority to proceed without any fear of legal involvement. The respondents thought that this area needed very careful consideration.

The financial requirements of an experimental program of hypnosis would be a concern to the administration and to the taxpayers of the community. If the money can be federally funded, it can help the local situation, but other problems might be created.

Parental education and involvement was seen as vital to the success of the program. Since the technique of hypnosis is still seen as mystical and controversal, public education must not only "clear the air," but give the community an opportunity to become involved in the program.

The school faculty needs an extensive program of guidance and direction. Inservice training and seminars may be a convenient way to accomplish this.

The group felt that fully qualified hypnotists should be selected for the experimental program. Teachers should not be trained to perform any of the functions of the hypnotist. Since the teachers are all part of the American Federation of Teachers, union clearance and interpretation of the contract would be necessary.

The selection of students for the program was of major importance. There was considerable agreement that the program should be voluntary and open to students of average or better ability. High school pupils should be selected for the pilot project.

Finally, the respondents wondered about the methods and procedures which would be employed to evaluate the effectiveness of the program. It would be necessary to have adequate pre and post testing to determine the value of hypnosis in educational procedures.

Conclusions

Modern hypnosis is over 200 years old, but not until World War II did the scientific community recognize it as a valuable tool for medical and dental procedures. Thus, the past thirty-three years have seen extensive research and experimentation in all areas of hypnosis. It has grown from a pseudo-science marked with mysticism and fear to a respected procedure for many dental, medical and psychiatric problems. Hypnosis has proven valuable in the treatment of many behavioral problems, including phobias such as fear of heights and "stage fright." Relaxation brought about by hypnosis is helpful in the management of chronic pain and other conditions related to physical illnesses. The use of hypnosis in weight control and smoking is well known.

The use of hypnosis as an educational aid has not been accorded the same recognition as medical hypnosis. There are many reasons for this apparent lag in development. First of all, the research on possible educational uses ofhypnosis has not been extensive, nor have the results been well publicized. The general public is unaware of the role of modern hypnotic techniques and their ideas concerning hypnosis comes from stage presentations.

The educators in the survey have a very limited understanding of hypnosis and have acquired their knowledge informally. The research has found training programs in hypnosis to be limited to medical and dental schools and to some of the professional hypnosis organizations. Therefore, the educators' lack of knowledge in this area is the result of very limited opportunities to formally learn about the hypnotic procedure.

As a result, administrators, principals and school board members tend to reject the use of hypnosis in school programs. In addition, they are fearful of legal involvement and the possible lawsuits which could result.

The school administration is also concerned about the financial support which an experimental program would require.

A very significant factor, which the research brings out is the lack of standards for certification of hypnotists. Indeed, the author has found no specific licensing to practice hypnotism in the United States. A number of professional organizations issue certificates of proficiency, but they enjoy no legal standing and they do not prevent others from practicing hypnosis and purporting to be "hypnotists."

Legislation has recently been proposed in Pennsylvania to establish a Board of Examiners to pass upon the qualifications of applicants for licensing as hypnotists. Hopefully, this may be the beginning step for definite standards of certification.

Recommendations

1. Hypnosis has not been extensively used in the educational field. It has never been seriously regarded as an educational aid, although research has shown positive results. It is recommended that hypnosis should be used on an experimental basis in the public schools with the following safeguards:

a. The students selected for the experiment should be volunteers.

b. The problems to be remediated should be readily measurable.

c. The experiment should be limited to a reasonable length of time.

d. Parental consent should be obtained prior to the experiment, in writing.

e. The Board of Education know in advance about the project.

f. Planning for the program involve the community, parents, teachers and administration.

2. The standards for licensing and certification of hypnotists are not under the control or supervision of any governmental agency. A number of professional organizations issue certificates of proficiency. It is recommended that the following actions be considered:

a. The various states accept the responsibility of passing effective legislation to curb the use of stage hypnosis.

b. The states should create a Board of Examiners to evaluate the credentials of hypnotists and issue appropriate certificates of proficiency.

3. Educators and other professionals have little knowledge about hypnosis generally. In order to remedy this, the following recommendations are made:

a. Educators should be provided with a program of inservice training to clarify the professional and ethical uses of hypnosis and to explain the general misconceptions.

b. Colleges should be encouraged to offer some courses on hypnosis, particularly on the graduate level.

c. An informational library on hypnosis should be provided for the faculty.

4. The Board of Education has the overall responsibility for the introduction of alternative programs, such as hypnosis. Many factors have to be considered before any program is introduced. It is recommended that:

a. The school board incorporate legal safeguards into any experimental program to remove school personnel from any possible liability.

b. A committee composed of the administration, community and the teachers be set up to determine the policy regarding the use of hypnosis in the schools.

c. The school board explore the possibility of funding this experimental program through federal sources.

5. Parents and the community in general have a limited understanding of the hypnosis technique. The public needs to be better

informed of the medical uses of hypnosis and its possible application to education. It is suggested that:

a. The creation of a parents' discussion group is advised. Educators and fully qualified hypnotists need to direct the group. The terminology of hypnosis should be made into clear, understandable language.

b. The public library should be requested to enlarge the section on hypnosis. In addition, the administration of the library should change the usual location of hypnosis texts from the "Occult" section to the "Education" area.

6. The selection of students for the experimental program must be done with extreme care. As indicated previously, the students should be volunteers. In addition, the choice of candidates for the experimental program should be based on the severity of the problem, the age of the student and the projected time for the remediation of the difficulty. This author suggests that high school students of average intelligence be selected initially. A screening committee needs to be established to assist in the selection.

7. Further research in the field is recommended. While the positive results of hypnosis in medical and dental fields has been well established, the need for additional studies in the field of education is necessary. Scientists have yet to determine the true nature of hypnosis, although its effects are well known. In addition, research needs to discover why the rate of response to this technique is only seventy percent.

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APPENDIX A

APPENDIX

Statement of Senator Birch Bayh
Annual Convention of the American Federation of Teachers
Honolulu
July 10, 1975

For several months now the Senate Subcommittee to Investigate Juvenile Delinquency of which I am chairman, has been conducting an investigation into the extent of, and possible cures for, violence and vandalism in our school systems. In the course of our inquiry we have encountered innumerable specific examples of these problems, but I recently became aware of a tragic incident which might bear some lessons for all of us who are particularly concerned with the problems of modern American education.

The incident involved Ellen Barstow, a teacher in the public schools of Canton, Massachusetts who punished four members of her elementary class by the time honored method of keeping them after school. After the four youths were permitted to leave, the teacher began to walk home when she was confronted on the street by the same four boys. They yelled at her, pushed her around, and finally attacked and beat her with rocks and fists. Ellen Barstow subsequently died as a result of injuries sustained in this attack.

For many, incidents such as this tragic one represent a problem peculiarly characteristic of contemporary American education. In fact, this attack occured on October 8, 1870; more than 100 years ago.

If examples such as this indicate that our schools have never been totally immune from violence, we have been comforted with the thought that such problems were at least sporadic and isolated. Today, however, the situation has changed. I know it is not necessary for an Indiana Senator to tell the professional educators of the American Federation of Teachers that the level of violence and vandalism in our schools is rapidly increasing in both intensity and frequency.

In April of this year our Subcommittee completed a survey on the nature and extent of these problems in 757 public elementary and secondary school districts across the country. Following the release of this survey we began a series of hearings to more fully outline the nature of these problems, and explore ways in which we, in the federal government, might assist in identifying and implementing solutions.

To date we have heard over twenty witnesses including the President of your organization, Mr. Albert Shanker. At our last hearing, three weeks ago, five teachers from schools located in such diverse parts of the country as an affluent eastern suburb, a rural midwestern community and the inner city of a west coast metropolitan area, told us of the ever-increasing levels of violence and vandalism which confront them on an almost daily basis.

It is tragically, but unmistakably clear that our schools are embroiled in an escalating crisis of violence and vandalism which seriously threatens to destroy the ability of many of these institutions to educate our children. If, as some say, the honor rolls in modern American schools are shrinking, it may be because our casualty lists are growing.

Each year approximately 70,000 teachers are physically assaulted in the schools of our country and another 155,000 have their personal property maliciously damaged. The scope and seriousness of these attacks include the shooting death of a principal at a school in Chicago by one of his students armed with a .38 and a .45 caliber pistol, the wounding of a teacher in a rural Missouri school by a female student who attacked him with a knife, and the beating and robbery of a young elementary school teacher in a classroom of the Oakcrest School in suburban Maryland within the last month.

Of course, the principle victums of the crime wave in our educational system are not the teachers, but the students. The number of American students who died in the combat zones of our nation's schools between 1970 and 1973 exceeds the number of American soldiers killed in combat throughout the first three years of the Vietnam conflict. In addition, literally hundreds of thousands of students are assaulted, intimidated and robbed every year in schools across the country. Schools in Philadelphia, for example, reported 278 students assaulted in 1974; an increase of 38% over the previous year. In Fayette County, Kentucky, where approximately 150 assorted weapons were found in schools, a junior high school student extorted over $400 in lunch money and gym fees from a classmate. This sad operation was uncovered only after the victim finally broke down and told his parents and school authorities why his grades had dropped dramatically over the year and why he had become so nervous during the day and hungry upon his return from school.

An even more ominous statistic for the future course of school safety is the fact that the Subcommittee's survey revealed an increase between 1970 and 1973 of 54.4% in the number of dangerous weapons being confiscated from students by teachers and administrators. A panel of students from four different cities appearing at one of our hearings agreed that chains, clubs, knives and even an occasional gun are becoming a fact of life in their schools.

In addition to an alarming and increasing rate of violence, our schools are being victimized by an ever-escalating level of vandalism which requires the expenditure of enormous amounts of educational funds for repair, replacement, and protection of school property. Just the annual cost of replacing broken windows in the average big city school system today would build a new school every year.

Last year alone, vandalism cost the school system in Chicago and Los Angeles a total of $17 million. The diversion of these school funds from educational goals is effectively depriving these cities of the services of over 1,400 experienced elementary and secondary school teachers.

On a national scale, we are currently spending almost $600 million educational dollars each year because of vandalism in our schools. This astonishing sum is greater than each of 42 of our 50 state governments spent for primary and secondary education in 1972. For the same amount of money we currently spend as a result of vandalism to our schools, we could provide our children with 50,000 experienced teachers without increasing taxes by one cent.

Shocking as these facts may be, however, the overall impact of violence and vandalism on our educational system cannot be adequately conveyed by a dry recitation of the number of assaults committed and the dollars wasted. The effects of these problems in a school is felt far beyond the tragedy of the immediate victim of a crime. The social, psychological and educational damage inflicted on students and teachers alike is incalculable. We will never know how many eager students have had their enthusiasm for learning dampened, or irreparably destroyed by this atmosphere in our schools. In the same sense, teachers who have spent years in preparation for the difficult but rewarding task of education, all too often discover that the primary task in many modern American schools is no longer education, but preservation.

Traditionally, our free public school system has presented the most meaningful and realistic opportunity for generations of American children to become productive and informed adults. I firmly believe that if public education is to continue to adequately provide the essential role it is called upon to play in our society, it is imperative that our schools have the ability to effectively confront and control the growing number of incidents of violence and vandalism within these institutions.

In our attempts to grapple with these issues however, we must avoid the convenient search for a scapegoat on which we can lay the blame for these serious problems. It would be all too easy, but at the same time unfair and inaccurate to dump the burden of blame for this vandalism and violence solely on our school systems. In a certain sense the

American school yard can be viewed as merely a convenient battleground for the overall problem of juvenile crime which has increased by a staggering 245% over the last thirteen years.

At the same time, however, we cannot simply ignore these problems and dismiss the broken windows, broken dreams and broken bones in our public schools as unfortunate victims of an unfortunate trend in contemporary America.

H. G. Wells once said that history is a race between education and catastrophe and I know that this group will make certain that education continues to be the winner in this country.

Together we must explore ways to make our classrooms and playgrounds places where education and learning rather than violence and vandalism are the primary concerns. The public educational system in America has faced and overcome enormous challenges in the past and through the cooperative efforts of students, teachers and parents we will do so today.

While the problems we face are substantial, there are numerous areas which hold the promise of a solution.

At our first hearing, for example, we spoke with your President, Albert Shanker, about the usefulness of alternative schooling for those youngsters who have failed to benefit from the regular school setting and whose retirement often times leads to serious disruptions. These alternative schools could provide the special emotional and educational attention required by some students in almost every school, but which is impossible to provide in a classroom occupied by 30 to 40 students and one teacher.

In addition, we must find out why so many students are truant from school or drop out completely. On an average day in the District of Columbia school system, for example, over 13% of the student body will not be in class. For secondary schools, the truancy rate is in excess of 20%. A teacher from San Francisco recently told me that it is not uncommon for classes in her school to be half empty, with students either roaming the halls lounging outside or simply staying home. A school with a high truancy or drop out rate is a prime candidate for serious problems with violence and vandalism.

We must find ways to more effectively and clearly handle the ordinary day-to-day disciplinary functions in our schools. Teachers, administrators and students should have available to them a clear and understandable set of rules and responsibilities which apply with equal force to all members of the school community and which will insure firm, but even handed discipline.

Moreover, there are numerous ways of involving responsible and mature members of the student body in the educational community's joing effort to reduce violence and vandalism. One high school student involved in such a student involvement program recently told me of the significant progress he and his colleagues had showed in peacefully solving disputes among students as well as reducing the amount of malicious destruction of school property.

We must insure that teachers are assigned a reasonable number of students to supervise and teach during the day. Classrooms which are overcrowded result in a poor relationship between students and teachers, a poor education for students and poor discipline for everyone. Such alienation, frustration and resentment at a school are classic ingredients for violence and vandalism.

It has also been suggested that teacher preparation courses should include training to prepare educators for the special problems they will face in schools; that we strengthen and expand programs to deal with the increasing rate of alcohol and drug abuse among our elementary and secondary school students; that we more fully explore the role learning disabilities may play in these problems and how best we can provide early detection and remedial assistance; and even further study into a possible connection between the design of a school building itself and rates of violence and vandalism.

It is clear that the causes and issues surrounding these problems are numerous, complicated and troublesome, but I believe that the nation that has developed the most extensive, sophisticated, and democratic educational system in the history of the world will marshall the know how and the will to provide solutions.

In the overall effort to confront these problems, however, we cannot forget that whatever efforts we make at the school house cannot succeed without corresponding efforts in our own homes. It is clear that the most important single factor in proper discipline in the classroom is proper discipline at home. We must work diligently in our communities to insure the maximum cooperation, involvement and understanding among teachers and parents in both academic and disciplinary issues.

Some aspects of the problem of school violence and vandalism are already addressed by the Juvenile Justice and Delinquency Prevention Act which I introduced in the Congress and which was enacted last year. For example, one of the goals of this comprehensive juvenile justice legislation is to establish programs in elementary and secondary schools designed to keep students in school through the prevention of unwarranted or arbitrary suspensions and expulsions.

I believe the Congress must continue to address the fundamental problems of America and I can think of few more fundamental than the education of our young people in an atmosphere free from the violence and vandalism revealed by our survey. In April, therefore, I introduced the Juvenile Delinquency In The Schools Act of 1975, an amendment to the Juvenile Justice Act designed to expand and more specifically address the particularly crucial problem of crime in our schools. At the end of our hearings process we will have developed a Juvenile Delinquency In The Schools Act which will not only provide funds for much needed school security measures, but will also encompass educational programs designed to confront and reduce these problems in our schools which are the contributing causes of violence and vandalism.

I must emphasize, however, that I do not believe those of us in Washington can, or should, make these educational decisions and policies which are quite properly made by people most familiar with the realities and peculiarities of specific, individual situations. There are no "federal" solutions to problems such as these.

Nor can we solve these problems simply by burying them under massive amounts of federal money. We are all aware that we are facing issues which are too troublesome, complicated and important to be solved purely by monetary grants from the federal government.

At the same time, however, we cannot properly respond to the almost 70,000 teachers who are physically assaulted annually or the hundreds of thousands of students who are beaten, robbed or threatened in our schools, or the American taxpayers who pay out almost $600 million each year as a result of vandalism in their elementary and secondary schools, by assuming that there is nothing the federal government can do to help alleviate these problems. Rather, I intend to develop legislation which can provide a vehicle through which our local, state and federal governments, along with our private sector, can pool their experiences and resources to help teachers, students, parents and administrators secure the type of atmosphere in our schools in which education can best take place.

C

APPENDIX B

Copy of Proposed Licensing Bill for Hypnotists (9/76)

Relating to the practice of Hypnotism, providing for licensing of Hypnotists, making certain acts illegal and providing penalties.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. The practice of Hypnotism in the Commonwealth of Pennsylvania is hereby declared to affect the public safety and welfare, and to be subject to regulation and control in the public interest to protect the public from unprofessional, improper, unauthorized and unqualified practice of Hypnotism, and from unprofessional conduct by persons licensed to practice Hypnotism. This act should be liberally construed to carry out these objects and purposes.

Section 2. As used in this act:

(1) "Board" means the Pennsylvania Board of Hypnotist Examiners in the Department of State.

(2) "Commissioner" means the Commissioner of Professional and Occupational Affairs in The Department of State.

(3) "Practice of Hypnotism" means any one or more of the following:
Holding one's self out to the public by any title or description of services incorporating the words "Hypnotist or Hypnotherapist" and under such description offers to render or renders to individuals, corporations, institutions, governmental agencies, or to the public for remuneration any service involving the following:

(i) The application of established principles of learning, motivation, and behavior adjustment. The application of said principles includes, but is not restricted to, the use of Hypnotist methods with persons or groups with problems in the areas of work, family, school and personal relationships, offering services as a Hypnotist.

Section 3. It shall be unlawful for any person to engage in the practice of Hypnotism or to offer or attempt to do so unless he shall first have obtained a license pursuant to this act, except as hereinafter provided.

(1) Simple acts of persuasion or suggestion by one person to another, or to a group.

(2) Persons licensed to practice any of the healing arts in this Commonwealth shall be exempt from the provisions of this act. Nothing in this act shall be construed to limit the practice of persons licensed to practice any of the healing arts in any way and any persons offering services under the direct

supervision of such persons licensed to practice the healing arts shall be exempt. Nothing herein shall be construed as authorizing any person licensed as a Hypnotist to engage in any manner in the practice of any of the healing arts as defined in the laws of the Commonwealth on the effective date of this act. The Hypnotist who engaged in practice shall assist his client in obtaining professional help for all relevant aspects of his problem that fall outside the boundaries of the Hypnotist's own competence. Provision must be made for the diagnosis and treatment of relevant health care problems by an appropriate qualified practitioner of the healing arts.

(3) Nothing in this act shall be construed to prevent qualified members of other recognized professions from doing work of a Hypnotist's nature consistent with the training and the code of ethics of their respective professions.

(4) Nothing in this act shall be construed to prohibit the practice of Hypnotism by a person who, in the opinion of the board, meets the minimum qualifications for licensure under this act, provided said person is on temporary assignment in this Commonwealth.

(5) Nothing in this act shall be construed to prohibit employees of business and industrial organizations from applying the principles of Hypnotism, to the employment placement, evaluation, selection, promotion or job adjustment of their own officers or employees or those of any associated organization. No business or industrial firm or corporation may sell or offer to the public or to individuals or to other firms or corporations for remuneration any acts or services as are part of the practice of Hypnotism unless such services are performed by individuals duly and appropriately licensed under this act.

(6) Nothing in this act shall be construed to limit the activities of a salaried employee in the performance of duties incidental to and necessary to the work of a Hypnotist, provided that the salaried employee acts at all times under the supervision of a licensed Hypnotist and provided further that the employee does not assume to the independent practice of Hypnotism.

Section 4. There is hereby created the Pennsylvania Board of Hypnotist Examiners.

(1) The board shall consist of seven members who are citizens of the United States, residents of the Commonwealth of Pennsylvania for a three-year period. The committee was undecided about the appointment of members of the committee although, in other bills most of the members were appointed by the governor. However, the committee agreed that most members should be from the Hypnoti[illegible]'s Union.

Section 5. The purpose of the board would be to:

(1) Pass upon the qualifications and fitness of applicants for licenses and reciprocal licenses; and to adopt and revise rules and regulations requiring applicants to pass examinations relating to their qualifications as a prerequisite to the issuance of license.

(2) To adopt, and, from time to time, revise such rules and regulations not inconsistent with the law as may be necessary to carry into effect the provisions of this act. Such rules and regulations shall include, but not be limited to, a code of ethics for Hypnotist's in the State, based upon ethical standards approved by the Hypnotist's Union.

(3) To examine for, deny, approve, issue, revoke, suspend and renew the licenses of applicants pursuant to this act, and to conduct hearings in connection therewith.

(4) To conduct hearings upon complaints concerning violations of the provisions of and the rules and regulations adopted pursuant to this act and cause the prosecution and enjoinder of all such violations.

(5) To expend moneys necessary to the proper carrying out of their assigned duties.

(6) To waive examination and grant a license in cases deemed exceptional by the board.

Section 6. An applicant shall be qualified for a license to practice Hypnotism provided he submits proof satisfactory to the board that:

(1) He is of acceptable moral character; and

(2) He is either a graduate of an accredited college or university, holding a degree of 18 semester hours of courses primarily psychological in nature.

(3) He has passed an examination duly adopted by the board; and

(4) His application has been accompanied by an application fee of fifty dollars ($50.00) or more as determined by the board, payable to the commissioner.

Section 7. The qualifications provisions shall not apply and a license shall be issued without examination to any applicant who has submitted an application for license accompanied by an application fee as specified by the board, and who is a resident of this state or who has practiced in the Commonwealth for a two-year period; and

(1) Who, on the effective date of this act, is a member of good standing of the Hypnotist's Union.

Section 8. A license previously issued may be revoked if the person licensed be:

(1) Convicted of a felony or enters a plea of guilty or;

(2) An habitual user of narcotics, or other habit-forming drugs, or

(3) An habitual drunkard, or

(4) Found guilty of an unethical practice of Hypnotism as detailed by the code of ethical standards, or

(5) Found guilty of presenting false credentials or documents in support of his application for license.

Section 9. Any license under this act shall be automatically suspended upon the legal commitment to an institution of a licensee because of mental incompetency from any cause upon filing with the commissioner a certified copy of such commitment. Restoration of such license shall be made as hereinafter provided as in the case of revocation and suspension of licensure.

The Pennsylvania Board of Hypnotist Examiners may, for a definite or indefinite time, refuse, revoke or suspend a license for the use of any substance or the presence of any condition which impairs intellect or judgment to such an extent as to incapacitate for the performance of professional duties. The board may so act upon satisfactory proof of grossly unethical practice or of any form of pretense which might induce persons to become a prey to professional exploitation or for violation of the rules and regulations of the board.

Section 10. Any person who is licensed by the board or who is an applicant for examination for licensure by the board, against whom are preferred any of the charges for causing the revocation or suspension of license or for causing refusal of the right to be examined for licensure, shall be furnished by the board with a copy of the complaint and shall have a hearing before the board or by attorney, and witnesses may be examined by said board respecting the guilt or innocence of said accused.

At any hearing the Hypnotist or applicant shall have the right to appear personally and by counsel to cross-examine witnesses appearing against him, and to produce witnesses and evidence in his own defense. The board may subpoena witnesses and documentary evidence on its own behalf, and, if requested by the Hypnotist, shall subpoena witnesses and documents on his behalf. The board may administer oaths, examine witnesses and compel testimony. A record shall be made by the board, or under its direction, of such a hearing.

The revocation or suspension of the license of any person licensed by the board shall be removed when said narcotic drug or other habit-forming drug habit hereinbefore specified shall have been adjudged by the said board to be cured or overcome and said suspended licensee is deemed capable of practicing his profession. The revocation or suspension for any other cause of the license of any person licensed by the board may be removed at such time as it shall appear to the board to be just and proper to do so and upon any such removal of the revocation or suspension of license by the board, the name of any such person shall be restored and replaced upon the record in the office of the commissioner, by the board. Any action taken in regard to suspension or revocation of license, or removal of any suspension or revocation and the reinstatement of any licensee, must be by a four-fifths vote of the appointed members of the board.

Section 11. After eighteen months from the effective date of this act, it shall be unlawful for any person to practice or attempt to offer to practice Hypnotism, as defined in this act, without having at the time of so doing, a valid, unexpired, unrevoked and unsuspended license issued under this act. The unlawful practice of Hypnotism as defined in this act may be enjoined by the courts on petition of the board or by the commissioner. In any such proceeding it shall not be necessary to show that any person is individually injured by the actions complained of. If the respondent is found guilty of the unlawful practice of Hypnotism, the court shall enjoin him from so practicing unless and until he has been duly licensed. Procedure in such cases shall be the same as in any other injunction suit. The remedy by injunction hereby given is in addition to criminal prosecution and punishment.

Section 12. The board may recommend the granting of a license without examination to any person who, at the time of application, holds a valid license or certificate issued by a board of Hypnotist examiners of any state, provided in the opinion of the board, the requirements for such certification or licensure are substantially the equivalent of the requirements of this act, and upon payment of the fee specified by the board.

Section 13. A person licensed as a Hypnotist under the provisions of this act cannot, without the written consent of his client, be examined in a civil or criminal action as to any information acquired in the course of his professional services in behalf of the client. The confidential relations and communication between a Hypnotist and his client are on the same basis as those provided by law between an attorney and client, and nothing in this act shall be construed to require any such privileged communication to be disclosed.

Section 14. If any section of this act, or any part thereof, shall be adjudged by any court of competent jurisdiction, to be invalid, such judgment shall not affect, impair or invalidate the remainder of any section or part thereof.

Section 15. Provision shall be made for renewal of licenses on a biennial basis. The fee for renewal of license shall be ten dollars ($10.00) or more as specified by the board. A record of all Hypnotist's licensed to practice in Pennsylvania shall be kept in the office of the commissioner. A duplicate record shall be kept by the board and published in such manner and interval as it deems necessary.

APPENDIX C

HYPNOSIS SURVEY

The questionnaire is divided into three sections. The first section requests general information from you, the respondent.

The second section of the questionnaire is subdivided into five problem areas. Please read about the application of hypnosis to each area, and respond to the fullest extent possible in each instance.

The final section of the questionnaire solicits from you any additional comments, remarks, and/or opinions you may wish to make.

C

I. GENERAL INFORMATION

A. Please identify your present position and describe, in general terms, your responsibilities.

B. In summary form, please list your major employment experiences and the duration of each.

C. Please explain, to the fullest extent possible, any experiences you have had with Hypnosis.

D. Have you ever witnessed the use of Hypnosis for a particular purpose? Please explain.

(Please use blank pages which follow, if necessary)

II. PROBLEM AREAS

Hypnosis is generally defined as a state of consciousness characterized by a heightened responsiveness to direct suggestion. By this definition, Hypnosis could be used as an educational aid. I have defined five areas below which may be considered in this category. Kindly respond to these questions as fully as possible.

A. Motivation and Interest

The difference between an excellent student and a poor one may be a matter of motivation, rather than intelligence. Through the use of Hypnosis, ambitions and life-goals may be strengthened and the student might be motivated to act upon them.

A Practical Application

Although Harry had a superior I.Q. he found high school difficult. Harry indicated he could only do well if he liked the teacher and he "wanted to work." Harry was taught self-hypnosis and he was eventually able to put himself into a light trance. During the trance he was able to tell himself that he would take a strong interest in an assignment and follow it through to completion. As a result, Harry's academic record showed marked improvement.

1. Briefly react to the application of Hypnosis described on the page to the left.

2. What concerns (administrative, organizational, legal, instructional, psychological, etc.) do you feel might materialize as a result of such use of Hypnosis?

3. Under what circumstances might the use of Hypnosis be considered appropriate to motivate students?

4. Might you support experimentation which would serve to test the use of Hypnosis to improve motivation? Explain.

5. Do you wish to make any other comments?

(Please use blank pages which follow, if necessary.)

B. Study Skills and Work Habits

Some students lack organizational skills and need a program of direction and guidance. Hypnosis can be employed in this area to assist a student to carry through an assignment or to study more effectively.

A Practical Application

An experiment was conducted among high school students after the first report period through the third quarter. A total of twelve 1/2 hour sessions were held weekly. The hypnotic method varied slightly from session to session. Suggestions were made regarding the interest a student might find in the subject matter. He was told to think of his long-range goals and to realize how important his academic record would be in the attainment of these goals. The patter went like this:

> "The deeper asleep you go, the more your subconscious mind will accept all my suggestions and you will carry them out. You want to get better marks, so you are going to study more and more all the time..."

The results of the study supported the hypothesis that hypnotic suggestions can improve students' grades.

1. Briefly react to the application of Hypnosis described on the page to the left.

2. What concerns (administrative, organizational, legal, instructional, psychological, etc.) do you feel might materialize as a result of such use of Hypnosis?

3. Under what circumstances might the use of Hypnosis be considered appropriate to improve study skills and work habits?

4. Might you support experimentation which would serve to test the use of Hypnosis to improve study skills and work habits? Explain.

5. Do you wish to make any other comments?

(Please use blank pages which follow, if necessary.)

C. Concentration and Attention

Difficulty in concentrating and a limited attention span make adequate learning impossible. Through the use of Hypnosis, students with academic potential can develop techniques to listen better and to concentrate more fully.

A Practical Application

Howard was an example of a student with concentration and attention problems. After a short time of studying he would get a fruit, drink water, open the window or turn on the radio. Howard stated he could only concentrate for a few minutes before his mind began to wander.

Howard was hypnotized several times over a few weeks. He was told that no outside stimuli would distract him. He was told to ignore sensations of hunger, thirst, the temperature or the appeal of the radio. He was further told that his attention span would increase. The results of the suggestions proved so successful that by the end of the month, Howard was spending many uninterrupted hours on his studies.

C

1. Briefly react to the application of Hypnosis described on the page to the left.

2. What concerns (administrative, organizational, legal, instructional, psychological, etc.) do you feel might materialize as a result of such use of Hypnosis?

3. Under what circumstances might the use of Hypnosis be considered to improve concentration and attention?

4. Might you support experimentation which would serve to test the use of Hypnosis to improve concentration and attention? Explain.

5. Do you wish to make any other comments?

(Please use blank pages which follow, if necessary.)

D. Remedial Reading

Studies have shown that Hypnosis can produce positive results in the remedial reading program.

A Practical Application

A class of 28 seventh grade boys who were reading on a level of fifth grade or below were selected for the experiment. The group received a total of ten hours of remedial reading instruction. Hypnosis was induced at the beginning of each session and post-hypnotic suggestions were made to decrease anxiety, tension and fear of reading while increasing motivation to read and enjoy reading. The subjects were then awakened and spent the rest of the session in instruction.

An analysis of the results showed an increase in reading rate and reduced anxiety.

1. Briefly react to the application of hypnosis described on the page to the left.

2. What concerns (administrative, organizational, legal, instructional, psychological, etc.) do you feel might materialize as a result of such use of hypnosis?

3. Under what circumstances might the use of Hypnosis be considered appropriate to reading improvement.

4. Might you support experimentation which would serve to test the use of Hypnosis to improve reading? Explain.

5. Do you wish to make any other comments?

(Please use blank pages which follow, if necessary.)

E. Test Anxiety

Many students claim to be well prepared prior to an examination. However, during a test they become confused and forget essential details. These students allow anxiety to interfere with their test taking, and as a result their overall scores are lower. Through the use of Hypnosis, a student can be taught how to relax during an examination and to gain confidence.

A Practical Application

A certain amount of anxiety is necessary prior to test taking. However, too much anxiety hampers effectiveness and causes poor performance. Through hypnotic procedures, a pupil is given suggestions to improve his confidence. He is instructed to approach examination with confidence. Suggestions are also given to encourage a restful nights sleep, prior to the test. The student is told to begin his studying well in advance.

1. Briefly react to the application of Hypnosis described on the page on the left.

2. What concerns (administrative, organizational, legal, instructional, psychological, etc.) do you feel might materialize as a result of such use of Hypnosis?

3. Under what circumstances might the use of Hypnosis be considered to help relieve test anxiety?

4. Might you support experimentation which would serve to test the use of Hypnosis to relieve test anxiety? Explain.

5. Do you wish to make any other comments?

(Please use blank page which follows, if necessary.)

III. Additional comments, remarks and/or opinions you may wish to make.

Last Name	First Name	Middle or Maiden Name	
Present Address	City or Town	State	Zip Code
Other Address, Specify	City or Town	State	Zip Code

APPENDIX D

Dear______________:

During my years of service as a school psychologist, I have become increasingly concerned about the growing number of problems that beset school systems. In order to ameliorate the situation, educators have developed an overwhelming number of organizational and curriculum patterns of response. While many pupils have benefited from new programs, the fact remains that the "dropout" rate continues to be high and the cost to both the individual and society is enormous in terms of lost opportunities and the waste of existing potential.

As a result of my involvement in psychology, I have learned of the wide application of the use of hypnosis in scientific fields. I plan to investigate the possible use of hypnosis in educational programs. While I recognize there are legal ramifications to this approach, the urgency of today's problems seem to justify the growing need for the initiation of searches outside the immediate area of education.

The techniques of hypnosis are being increasingly used in medicine and dentistry. Its application to education has been limited, although research findings show it to be a promising procedure.

The attached survey is being sent to a randomly selected number of educators and mental health personnel, in order to gauge their opinion about the subject of hypnosis as an educational aid. The results of the questionnaire will provide background information from which recommendations will be made.

Feel assured that all information will be kept strictly confidential and each individual's anonymity will be preserved.

I have enclosed a self-addressed envelope for your convenience. Kindly return the completed questionnaire by ____________________.

Yours truly,

Joseph Knight

APPENDIX E

APPENDIX

Dear

About two weeks ago, I mailed a questionnaire to you requesting your opinions on the use of hypnosis as an educational aid. While I recognize that you may not be conversant with the subject of hypnosis, nevertheless, your opinions and ideas are valuable and will provide background information from which recommendations will be made.

I would greatly appreciate it if you could find the time to complete the questionnaire. For you convenience I am enclosing another questionnaire with a self-addressed, stamped envelope.

Thank you.

Yours truly,

Joseph Knight
Telephone # RA2-2390

P.S. A response by 3/15/77 would be most appreciated.

APPENDIX F

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

February 23, 1977

Joseph Knight
8511 Bergen Place
Philadelphia, Pennsylvania 19111

Dear Mr. Knight:

Your letter of February 9, and your survey were received by Harry K. Gerlach, Deputy Commissioner for Basic Education, and referred to this office for reply. Since any statements by the Commissioner could be construed as department policy, we prefer not to participate in your survey at this time.

As you appropriately noted in your cover letter, such procedures in a public school setting would have rather complex legal ramifications. There would, of course, additionally be professional and ethical issues requiring in-depth study. While the techniques of hypnosis are being applied to medicine and dentistry, it would , on the face of it, seem prudent to have considerably more research evidence of its efficacy for learning before endorsing or experimenting with its application in our schools.

Thank you for sharing your thinking on this matter with us.

Sincerely,

Michael J. Mattioli

Michael J. Mattioli, Ph.D.
Coordinator
School Psychological Services

APPENDIX G

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BOX 911, HARRISBURG, PA. 17126

March 10, 1977

Mr. Joseph Knight
8511 Bergen Place
Philadelphia, Pennsylvania 19111

Dear Mr. Knight:

I have just completed your survey instrument dealing with the use of hypnosis in education.

As you read through my responses to the five applications you presented you may get the impression that I responded hurriedly or was not interested in your research. I assure you that such was not the case. I found however, as I went through your survey that my reaction was almost identical for each of the five proposed educational uses of hypnosis.

In that regard, it might help you if I would summarize my responses in the form of a letter.

First, I would note that all the applications seemed to me to be apppropriate to certain educational situations, especially those which would involve research to further verify the purported benefits ascribed to the use of this technique. Although I would not necessarily agree with the results claimed for hypnosis in the practical application statements, I do think that hypnosis would at least merit further study relating to its use with school students. That study might very well take place in the public schools.

Second, the concerns or problems associated with the use of hypnosis in the schools would also be the same for all five situations. Any school which would use hypnosis with students in any context whatsoever without providing a number of built-in safeguards would be asking for trouble. More than ever before, parents lack trust in the educational system, and someone is always ready to challenge almost any educational practice and enter into litigation in order to make their point.

The real problem the school could anticipate would result from a general misunderstanding the public holds concerning hypnosis. The mysticism and fallacies surrounding hypnosis would be difficult to overcome and therefore most administrators would have a hard job justifying its use in the public schools. In this day educators have enough problems without looking for any additional ones. Therefore, there would be a great resistance to any use of hypnosis by school personnel themselves.

In my opinion this prevailing attitude of the public and cautious position of school authorities would not necessarily preclude the use of hypnosis if its introduction into the educational program included some specific safeguards. I would list a few of these as follows:

1. Experimentation with hypnosis in any form in the school should only be undertaken with the full knowledge and concurrence of the Board of School Directors, the administration and the school staff.

2. Hypnosis should only be used where written parent consent is secured and where that consent is given with full knowledge of the nature of the involvement of the student.

3. Student participation in any experimentation of this type must be totally voluntary.

4. Experimentation must be closely tied to the attainment of some generally accepted educational objective.

5. Hypnosis should be performed only by individuals with professional training. The most desirable person would be a trained individual who is a member of the regular school staff.

Like most of the educators who have already responded to your survey, I also have only a surface understanding of hypnosis and some reservations about its use in the schools. I am however, enough of an educational pragmatist to be willing to further study the application of hypnosis in education.

Good luck with your study. I will be eager to learn of your findings.

Sincerely,

W. R. Logan

W. R. Logan, Chief
Division of Pupil Personnel Services